

DOCUMENT RESUME

ED 136 103

CG 011 130

AUTHOR Vanderpool, James H.
TITLE An Analysis of the Role of Self Concept and Organizational Concept and the Effects of Their Relative Congruence on Organizational Participation and Work Performance.
PUB DATE Jul 75
NOTE 192p.; Ph.D. Dissertation, Walden University
EDRS PRICE MF-\$0.83 HC-\$10.03 Plus Postage.
DESCRIPTORS Adults; Efficiency; *Employee Attitudes; Employer Employee Relationship; *Organizational Effectiveness; *Performance Factors; Productivity; Research Projects; *Self Concept; *Vocational Adjustment; *Work Attitudes

ABSTRACT

This study analyzed the role of self concept and organizational concept, and the effects of their relative congruence on organizational participation and work performance. Subjects were 20 first-line supervisors in a midwestern manufacturing company. They were interviewed and tested for self concept, organizational concept, organizational participation, and work performance, using an ex post facto field study methodology. The subjects were then classified into three groups according to conceptual states: (1) positive, (2) neutral/positive, and (3) negative. Means, standard deviations, and correlations of variables were computed. A one-way analysis of variance tested for discriminate analysis of significance between groups, and tests were used for discriminate analysis of variables between groups. The results showed a partial relationship between self concept and organizational concept and a statistically significant relationship between organizational participation, work performance, and the conceptual states. (Author/MPB)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ABSTRACT

AN ANALYSIS OF THE ROLE OF SELF CONCEPT AND
ORGANIZATIONAL CONCEPT AND THE EFFECTS OF THEIR
RELATIVE CONGRUENCE ON ORGANIZATIONAL
PARTICIPATION AND WORK PERFORMANCE

By

James H. Vanderpool

B. S. University of Cincinnati, 1964

M. Ed. Xavier University, 1973

Robert E. Wubbolding Ed.D.

Robert E. Wubbolding, Ed. D., Advisor
Assistant Professor, Xavier University
Cincinnati, Ohio

A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

WALDEN UNIVERSITY

JULY 1975

2

PERMISSION TO REPRODUCE THIS COPY.
RIGHTED MATERIAL HAS BEEN GRANTED BY

James H.Vanderpool, Ph.D.

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE NATIONAL IN-
STITUTE OF EDUCATION. FURTHER REPRO-
DUCTION OUTSIDE THE ERIC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER.

ABSTRACT

The purpose of this study was to analyze the role of self concept and organizational concept and the effects of their relative congruence on organizational participation and work performance.

The basic hypotheses predicted a statistically significant relationship between the dependent variables--organizational participation and work performance--and the conceptual states of individuals, e.g., the positive/negative level and relative congruence of the independent variables--self concept and organizational concept.

Twenty first-line supervisors in a midwestern manufacturing company were interviewed and administered instruments to measure self concept, organizational concept, organizational participation, and work performance, utilizing an ex post facto field study methodology.

Subsequently, the total group was classified into three subgroups by conceptual states--positive, neutral/positive, and negative.

Means, standard deviations, and correlations of variables were computed. A one-way analysis of variance was used for discriminate analysis of significance between groups, and t tests were used for discriminate analysis of

variables between groups. The results demonstrated a partial relationship between self concept and organizational concept and a statistically significant relationship between organizational participation, work performance, and the conceptual states.

Positive conceptual states, characterized by both positive and relatively congruent independent variables, produced active organizational participation and acceptable work performance.

Negative conceptual states, characterized by negative and/or incongruent independent variables, produced complacent organizational participation and unacceptable work performance.

The study further demonstrated that the impact of congruence within the conceptual states is relative to both its degree and direction. In general, the greater the degree of incongruence, the lower the behavior on both dependent variables. The direction of the incongruence generally determines the emphasis of behavior; e.g., incongruence toward the organization generally provides a higher level of behavior on both dependent variables, and incongruence toward the self generally provides a lower level of behavior on both dependent variables.

AN ANALYSIS OF THE ROLE OF SELF CONCEPT AND
ORGANIZATIONAL CONCEPT AND THE EFFECTS OF THEIR
RELATIVE CONGRUENCE ON ORGANIZATIONAL
PARTICIPATION AND WORK PERFORMANCE

By

James H. Vanderpool

B. S. University of Cincinnati, 1964

M. Ed. Xavier University, 1973

Robert E. Wubbolding Ed. D.

Robert E. Wubbolding, Ed. D., Advisor
Assistant Professor, Xavier University
Cincinnati, Ohio

A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

WALDEN UNIVERSITY

JULY 1975

© Copyright by James H. Vanderpool, 1975

TABLE OF CONTENTS

LIST OF ILLUSTRATIONS	iv
LIST OF TABLES	v
ACKNOWLEDGMENTS	vi
VITA	viii

Chapter

I.	THE PROBLEM, ITS BACKGROUND AND SIGNIFICANCE . .	1
	Statement of the Problem	
	Purpose of the Study	
	Background of the Problem and its Significance	
	Need for the Study	
	Anticipated Use of the Study	
	Rationale and Theoretical Grounding for the Study	
	Hypotheses for the Study	
	Definition of Terms	
	Assumptions	
	Delimitations of the Study	
	Limitations of the Study	
	Method of Investigation	
	Summary	
II.	REVIEW OF LITERATURE	26
	General Management and Organizational Theory	
	General Psychology, Guidance and Counseling, and Educational Theory	
	Social/Organizational Psychology and Group Dynamics	
	The Field of Self-Psychology	
	The Tennessee Self Concept Research Program	
	Summary	
III.	RESEARCH DESIGN AND METHODOLOGY	90
	The Problem Restated	
	Design of the Study	
	Overview of the Setting, Population, and Process	

Chapter

Activities Antecedent to Collection and
Analysis of Data
Selection and Development of Interview
Schedule to Measure Organizational Concept
Selection of a Self Concept Measuring
Instrument
Selection and Development of Organizational
Participation Evaluation Form
Selection and Development of Work Performance
Evaluation Form
Data Collection Procedure and Time Frame
Analysis Procedures
Summary

IV. FINDINGS 108

Hypothesis 1
Hypotheses 2 and 4
Hypotheses 3 and 5
Self Concept Analysis
The Second Purpose
Summary

V. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS 127

Summary
Conclusions
Implications
Recommendations for Further Study

.

APPENDIX 132

BIBLIOGRAPHY 167

LIST OF ILLUSTRATIONS

Figure

1. TSCS Mean Scores: High, Middle, Low and
Total Group 123

LIST OF TABLES

1. Independent and Dependent Variables for the Study	17
2. Self-Actualized Scores for Average, Low Average, and Low (SA) Groups Compared to Organizational Concept (OC), Organizational Participation (OP), and Work Performance (WP)	109
3. Pearson Product-Moment Correlation Coefficients Between Variables for Total Group	112
4. Assignment of Weights to Self Concept and Organizational Concept to Calculate Conceptual State Formula	114
5. Rank Order of Subjects by Organizational Concept Scores	115
6. A Comparison of Organizational Participation and Work Performance Across 3 Groups: High, Middle, and Low on the Combination Criterion of $(SC + OC) + (OC - SC) = CS$	117
7. Organizational Participation Means and Standard Deviations for High, Middle, and Low Groups	119
8. Summary of the One-Way Analysis of Variance of the High, Middle, and Low Groups on Organizational Participation	119
9. Comparison of Significance Between Groups on Organizational Participation Using Paired Comparison t Tests	120
10. Work Performance Means and Standard Deviations for High, Middle, and Low Groups	121
11. Summary of the One-Way Analysis of Variance of the High, Middle, and Low Groups on Work Performance	122
12. Comparison of Significance Between Groups on Work Performance Using Paired Comparison t Tests	122

ACKNOWLEDGMENTS

The writer wishes to express deep appreciation and gratitude to the following individuals whose inspiration and assistance were of immeasurable value throughout this study:

To Dr. Robert Wubbolding, my major advisor, for his continued encouragement and genuine concern with my program and research.

To Dr. Lillian Bauder and Dr. Donald McNassor for their help in conceptualizing the proposal.

To Dr. James Cook for his patient assistance in coordinating this study.

To Dr. William Wester for his encouragement which inspired this study.

To Dr. William Fitts from whom I learned the meaning of self concept research and who gave unselfishly of his time.

To Mrs. Mary Rueve and the University of Cincinnati for invaluable technical assistance with the details of designing the data analyses of this study.

To Mr. R. C. O. and Mr. G. E. S. who must remain nameless but whose efforts provided the facilities and subjects of this study.

To my associate, Gwen Boller, for her untiring efforts,
continued inspiration, and invaluable attention to the
tedious details of this study.

To Walden University for providing the climate for a
true learning experience.

VITA

September 26, 1934 Born--Cincinnati, Ohio

Education

1959	Certificate of Factory Management, University of Cincinnati Evening College
1960	Certificate of Personnel Administration University of Cincinnati Evening College
1964	Associate of Arts, Sociology, University of Cincinnati Evening College
1964	B.S. Industrial Management/Psychology University of Cincinnati Evening College
1973	M.Ed. Guidance and Counseling Xavier University, Cincinnati, Ohio

Professional

1954-1959	Buyer--Electronics, Avco Corporation
1959-1965	Purchasing Agent, Nutone Inc.
1965-1966	Product Manager, Nutone Inc.
1966-1970	Exec. V.P., Dell Industries Inc.
1970-Present	Consultant to Management, Counselor to Individuals--J. H. Vanderpool and Associates

CHAPTER I

THE PROBLEM, ITS BACKGROUND AND SIGNIFICANCE

Statement of the Problem

WHAT IS THE RELATIONSHIP BETWEEN SELF CONCEPT AND ORGANIZATIONAL CONCEPT AND THE EFFECTS OF THEIR RELATIVE CONGRUENCE ON ORGANIZATIONAL PARTICIPATION AND WORK PERFORMANCE?

Purpose of the Study

Broadly stated, the purpose of this study is to investigate the role of self concept and organizational concept and their importance for organizations and individuals from both the applied and theoretical points of view.

In the applied setting, organizations are faced with the problem of solving the needs of people and the needs of the organization. Generally stated, this means that organizations must be able to identify their human resources and utilize them to create viable organizational growth and change without disenfranchising the individual.

In the applied setting, individuals are faced with the problem of finding ways to allow them to perform their work with dignity and in a way that they can purposefully exercise their human potential. Generally stated, this means

that a criterion must be developed that identifies an individual's self concept in accordance with his own personal perceptions and also identifies his concept of the organization.

Collectively, the foregoing presents a theoretical problem of investigating the relationship between an individual's self concept, his organizational concept, and how they affect his participation within the organization and his performance on the job.

An additional and more narrowly defined purpose of this study is to validate this researcher's clinical judgment developed over the years through the process of interviewing and observing numerous people. The primary observations which are in need of validation are conceptualized under the headings of ineffective and effective people:

Ineffective people. It has been observed that certain individuals seem to have a negative and pessimistic view of themselves, their work, and life in general. They are unhappy and generally seek to find the bad rather than the good of things. They lack identity, are defensive, and seem out of touch with reality. These observations seem to emerge regardless of personality traits, education, or other demographic variables. The investigator has conceptualized this person as negative.

Effective people. These individuals seem to have a positive view of self, their work, and life in general. They are optimistic, happy, seeking criticism as a way of

learning, and genuinely eager to interact with all aspects of life. They seek the good in things rather than the bad (but also have the ability and willingness to look at both). They have a good sense of personal identity, they can identify with others and groups, they can accept their assets and liabilities realistically, and they seem to be genuinely "in the process of becoming." The investigator has conceptualized this person as positive.

In summary, the purpose of this study was to investigate and develop a criteria for understanding individual self and organizational conceptual states and its related behavior so that a theoretical and practical framework could be provided on which organizations could build viable programs for human growth and organizational development and also permit individuals to gain insight into their self concept and behavior in an effort to assist them toward self-actualization.

Background of the Problem and its Significance

Change in the World of Work

The world of work and the protestant work ethic are under attack and change. The costs of doing business are skyrocketing, productivity is declining, and employee alienation is appearing at all levels of organizations. Ways need to be found to counteract these negative forces and build on the positive nature of this socially dynamic phenomenon.

Daniel Yankolovich supports this premise, in part,

with data that indicates that the importance of hard work to our youth is declining--only 56 percent of noncollege youth in 1973 compared to 79 percent in 1969 value hard work; 44 percent of college youth in 1973 compared to 56 percent in 1969 value hard work.¹

Stewart L. Tubbs of the General Motors Institute states:

This is a time when we hear increasingly about the so-called "blue collar blues" and the "white collar woes." While worker alienation is difficult to document, the human costs can be felt by the presence of absenteeism, job turnover, grievance rates, diminished product quality and smaller profit margins.

Any organization interested in minimizing the above-mentioned difficulties must be willing to continually adapt and change or become a victim of its own problems.²

Flowers et al agrees that the protestant work ethic is changing and that to manage successfully, organizations will require:

- Understanding and accepting ourselves as we exist.
- Understanding and accepting others as they are.
- Finding, in the context of these differences and similarities, better ways of coping with problems and operating organizations effectively.³

New Values

In discussing the changing success ethic, Tarnowieski

¹"'Startling Shifts' Found in Youths' Views of Work, Morals," Chronicle of Higher Education, 28 May 1974, p. 3.

²Stewart L. Tubbs, "Improving Strategies for Organizational Change," paper presented at the annual convention of the Speech Communication, New York, 8-11 November 1973, p. 1.

³Vincent S. Flowers et al, Managerial Values for Working, an AMA Survey Report (New York: AMACOM, 1975), p. 5.

feels that success-related values are shifting away from the materialistic and toward a genuine need for self-expression. He feels that organizations that do not serve first the interest of people may experience increased difficulty in finding qualified people interested in serving them.¹

Karvel and Grosz, in a study of values, have identified a shift from economics to aesthetics as a predominant value.² Ford feels that "the obstinate employee" wants meaningful work involvement and responsibility as opposed to insincere and patronizing "good human relations"; e.g., they want to be recognized as unique persons and allowed to contribute to their organizations accordingly.³

Confusion of Youth

The National Advisory Council on Vocational Education is concerned with the possible effects the changing world of work may have on youth. They say, "Youth who are unsure about the future are bound, to some extent, to be unsure about themselves."⁴

Klingelhofer emphasizes that work and how it is per-

¹Dale Tarnowieski, The Changing Success Ethic, an AMA Survey Report (New York: AMACOM, 1973), p. 4.

²Judy McClenaghan Karvel and Richard D. Grosz, "Counterculture Businessmen: A Study of Values," Journal of Counseling Psychology 21 (January 1974): 81-83.

³R. N. Ford, "The Obstinate Employee," Psychology Today, November 1969, pp. 32-35.

⁴National Advisory Council on Vocational Education, "Counseling and Guidance: A Call for Change," Vocational Guidance Quarterly 21 (December 1972): 98.

ceived by youth is going through some refinements. Youth, rather than looking for a "job," want "good work"; e.g., something of quality, a part of life itself, which is causing them to avoid or fight the organizational establishment.¹

Hume continues this thought regarding the "good work" and postulates that man's need for security has not changed throughout history; only the answer to the question, What shall I do? has become more complicated.²

Varga, in addressing the problem of "floundering" when entering the world of work, feels that these initial failure experiences are positive since they can facilitate personal growth, self-acceptance, and stabilization. He admits that for some it is a negative experience, but overall it should be considered as part of reality and growth. Floundering at any point in one's career stems from instability; thus, change can be viewed as either opportunity or disaster.³

In further consideration of change and its attendant confusion, Simon feels that value clarification is an important tool to aid youth in answering the questions-- Who am I? What do I want? and What do I value? He adds

¹E. L. Klingelhofer, "Students Seeking 'Good Work,'" Vocational Guidance Quarterly 21 (March 1973): 174-80.

²Laurabel N. Hume, "Search for Security," Journal of Employment Counseling 10 (June 1973): 85-96.

³Lou Varga, "Occupational Floundering," Personnel and Guidance Journal 52 (December 1973): 225-31.

that the answers provide a stable guide for choosing how to live and work.¹

Organizational Change and People

In assessing people-problems, as perceived by top managers, Hayden surveyed a number of key companies and concluded that management is in great need of help from professionals (psychologists), but the problem is that management and psychologists are not communicating. The psychological needs of organizations are present, management is aware of them, and a "plethora of professionals are standing by."² Therefore, he feels a tentative solution is for management to commit themselves to solving people-problems with the help of professionals and that this can only be accomplished by management willingly discussing their needs and the professionals willingly providing practical solutions that management can understand.

Cherns, in searching the question of whether or not behavioral scientists help managers improve their organizations, concludes that they can but only through sharing in a creation of compatibility between managers' and social scientists' ideologies, concepts, methodologies, and the resultant presentations, analyses, interpretations, and use

¹Sidney B. Simon, "Values Clarification--A Tool for Counselors," Personnel and Guidance Journal 51 (May 1973): 614-18.

²Spencer Hayden, "Psychology on the Business Scene: A Survey of Company Practices," Organizational Dynamics 1 (Summer 1972): 43-55.

of facts, data, and perceptions.¹

An interview with Likert reveals his feeling that "Competition within the U.S., and internationally, will force Fortune's 500 and all other firms to move toward System 4."² System 4 is a participative management system with emphasis on the humanistic values relative to traditional business values; e.g., people, if treated humanistically, will create profitable organizations.

Benedict and Bennett are in agreement and emphasize the importance of individual needs to participate within their organizations.³ Buckley feels that the individual, his role, and his social organization are all interrelated; thus, the individual and his effects on the organization cannot be denied.⁴ This gives credence to the importance of addressing the needs of individuals--to free them to address the needs of the organization.

Brubaker and Nelson support this proposition in

¹Albert B. Cherns, "Research: Can Behavioral Scientists Help Managers Improve Their Organizations?" Organizational Dynamics 1 (Winter 1973): 51-67.

²Rensis Likert, "Conversation: An Interview with Rensis Likert," Organizational Dynamics 2 (Summer 1973): 32-49.

³David Speare Benedict, "A Generalist Counselor in Industry," Personnel and Guidance Journal 51 (June 1973): 717-22; Keith W. Bennett, "The U.S. Work Ethic: Dead or Alive?" Iron Age, 4 January 1973, pp. 90-91.

⁴Walter Buckley, ed., Modern Systems Research for the Behavioral Scientist (Chicago: Aldine Publishing Co., 1968), p. 8.

discussing organizational change:

It is important to note that an organization should be viewed as a living organism whose shape is always changing, and part of the shaping process is in your hands as a decision-maker in the organization.¹

They go on to emphasize that there are three dimensions to this decision-making, organization-changing model: (1) know yourself, (2) know your organization, and (3) know how to change organization and self.

Argyris approaches the problems of people and organizations differently. He feels that an organization's most important resource is valid information on which they can react, but he does agree that the preconsideration for obtaining and using valid information is the individual:

The higher the self-acceptance and self-awareness, the lower the probability that a person will be defensive. The lower the probability that he will be defensive, the more open he will be to feedback. But he's got to get feedback that isn't itself defensive-producing. So if you're a pretty open individual and I say you're closed and I keep pushing it, there's a point at which you understandably may stop listening. The feedback you're getting is not particularly useful and helpful feedback. But then you can also say the higher the self-awareness, the higher the self-acceptance, the lower the probability that someone will give distorted and defensiveness-producing feedback. So one of the preconditions in human beings for obtaining valid information is increased self-awareness, increased self-confidence and self-acceptance.

Another condition is a condition of choice--to what extent can people choose, make choices, and to what extent are they held responsible for the choice. The more the person can be held responsible for the choice, the higher the probability that he will seek valid information and will not be satisfied with information

¹Dale L. Brubaker and Roland H. Nelson, The School as an Organization: A Determinant of Social Studies Curriculum and Instruction, (Publication #2 of the University of North Carolina-Greensboro Humanistic Education Project [10 October 1973]), pp. 7, 9.

that is not very valid or that isn't validatable. Another is a sense of essentiality. If a person feels a sense of essentiality in the organization family or whatever, there's a higher predisposition for valid information.¹

Thus, Argyris' emphasis is still on the individual and his essentiality or identification with the organization.

Strauss, in addressing the problem of organizational growth and change, concludes after a number of studies that one of the greatest inhibitors to organizational growth is the inability or unwillingness of individuals to grow and change.²

Drucker feels that the salvation of management and organization comes through self-development, individual commitment to excellence, management by objectives, and self-control, which are all based on the concepts of human action, behavior, and motivation. He also feels that performance can be assured by converting objective goals into personal goals.³ The emphasis in Drucker's studies is the role of the individual and his effect on the organization.

Lawler revives the proposition of matching the job to the man to solve organizational problems. His argument is convincing and unique in that he emphasizes the molding of

¹Chris Argyris, "Conversation: An Interview with Chris Argyris," Organizational Dynamics 3 (Summer 1974): 45-62.

²George Strauss, "Adolescence in Organization Growth: Problems, Pains, Possibilities," Organizational Dynamics 2 (Spring 1974): 3-17.

³Peter F. Drucker, "Conversation: An Interview with Peter F. Drucker," Organizational Dynamics 2 (Spring 1974): 34.

the job itself to a specific individual as opposed to other practices where the man is molded to fit the job, which overall fits the conceptual framework developed so far.¹

In looking at the theoretical setting of self concept as it pertains to this problem of people and work, Fitts has offered the following thoughts:

Is there not some more central and basic kind of information that would enable one to understand another person and make some sense of where he is and why he deals with life and others as he does?

I have long been personally convinced that the self concept does constitute the kind of central, basic and unified information which could promote effective understanding of people.²

René Dubos has presented a positive philosophy for more complete fulfillment of human potentials. He states: "The conceptual environment of primitive man commonly affects his life more profoundly than his external environment. And this is also true of modern man."³

Studs Terkel has provided us with a kaleidoscopic view of the world of work, taking the feelings, attitudes, opinions, humiliations, triumphs, and satisfactions of working people and weaving them into a mosaic of the human image, addressing not only the alienation of work but the satisfac-

¹Edward E. Lawler III, "For a More Effective Organization--Match the Job to the Man," Organizational Dynamics 3 (Spring 1974): 3-17.

²William H. Fitts, The Self Concept: A Vantage Point for Viewing the Human State, DWC Papers, no. 1 (Nashville: Dede Wallace Center, May 1973), pp. 1-3.

³René Dubos, A God Within (New York: Charles Scribner's Sons, 1972), p. 4.

tions:

. . . But don't these satisfactions, like Jude's hunger for knowledge, tell us more about the person than about his task? Perhaps. Nonetheless, there is a common attribute here: a meaning to their work well over and beyond the reward of the paycheck.¹

So the setting seems to be coined in the thought, "It is our perceptions which provide us with meaning."

In summary the study has been grounded within the background of today's problems, illustrated by the changes taking place in the world of work, the emergence of new values, the confusion of youth, and the dynamics of organizational change and its concomitant complexities that emphasize the importance and necessity of facing and coping with these problems today.

Throughout the discussion a conceptual thread has emerged, emphasizing a paradox: the impact of the problems discussed impinges on people, but the answers seem to rest with people acting as a catalyst for positive change and stability, and it is this emphasis on the need for people to act as change agents which provides the greatest import to this study on the role of self concept.

Finally, although the problem is well grounded in the literature, the investigator has found no similar studies that fit the conceptual framework of this investigation. Thus, it is felt that this study will provide new insights.

¹ Studs Terkel, Working (New York: Pantheon Books, A Division of Random House, 1974), p. xi.

Need for the Study

The purpose of this study was to investigate the relationship between self concept, organizational concept, and the effects of their relative congruence on organizational participation and work performance.

The following is a summary of the needs for this study as determined by the purpose and background:

1. It appears that both individuals and organizations are suffering confusion, anxiety, and alienation, precipitated by the scenario of the changing world of work, the work ethic, success values, and the subsequent search for "good work"
2. Positive solutions and action strategies must be found to offset the negative manifestations of this problem which, in addition to the above, includes absenteeism, high turnover, lower profits, and individual unhappiness
3. The paradox of the individual being the receiver of the problem and the source of answers to the problem emphasizes the need to study that most personal and private aspect of individuals--their self concept--so that it can be determined how the self concept and its congruity with the organizational concept affects organizational participation and work performance

Anticipated Use of the Study

Based on the knowledge of the problem and its consequences for organizations and people, it is apparent that

more study is needed. It is anticipated that this ex post facto field study will provide the following types of information:

1. How the self concept relates to a subject's organizational concept
2. How the congruity of the self concept and organizational concept relates to effective organizational participation and work performance
3. What the significant aspects of self concepts and organizational concepts are that will provide beneficial data to help both individuals and organizations experience positive growth and deal with change
4. Data and insights regarding self concept as an important variable of behavior, not only within organizations but also in other areas of life

Information such as the above can be used by organizations to:

1. Identify those individuals who are active and actualizing in their behavior and who can positively identify with their organizations, thus providing a method of selecting change agents, leaders, and administrative personnel who can assist in the positive growth of the organization
2. Obtain needed insights regarding the effect of the organization's structure, policies, and procedures on individuals
3. Identify those individuals who are alienated, blocking

change, inhibiting toward their co-workers, and experiencing problems of individual development and growth so that viable programs may be created within the organization to aid these individuals in overcoming their problems

4. Provide information for counseling and guidance of individuals; e.g., through the identification of their self-problem areas, they may wish to initiate personal change toward self-actualization

This data will also provide educators with information emphasizing the importance of teaching students to value themselves by developing emphasis on the total self concept, including the interactive variables of self-esteem, self-acceptance, and identity within the framework of reality.

Finally, the information should suggest that more time and research be devoted to studying larger units of individuals within organizations so that greater statistical significance is achieved.

Rationale and Theoretical Grounding for the Study

An exact presentation of the problem of investigating the relationship between self concept and organizational concept and the effects of their relative congruence on organizational participation and work performance would not be complete without a discussion of the theoretical rationale on which the study has been grounded.

The review of literature in chapter 2 will provide a comprehensive background for self-theory. This discussion will focus on Dr. William H. Fitts' conceptualization of self-theory as derived from the general field and quoted as follows:

Self theory is strongly phenomenological in nature and based upon the general principle that man reacts to his phenomenal world in terms of the way he perceives this world. Probably the most salient feature of each person's phenomenal world is his own self--the self as seen, perceived, and experienced by him. This is the perceived self or the individual's self concept. The term self concept is much more commonly used than the simpler term self, because man is not always aware of his absolute, true, or actual self but only of his own concepts and perceptions of himself. The self concept, or self image, is learned by each person through his lifetime of experiences with himself, with other people, and with the realities of the external world.

Self theory holds that man's behavior is always meaningful and that we could understand each person's behavior if we could only perceive his phenomenal world as he does. Since this is impossible, our closest approximation is to understand this individual's self concept. The importance of the self concept is illustrated by the fact that not only is the self the most prominent aspect of the individual's phenomenal world, but it also tends to be the most stable feature. The person's environment is constantly shifting and changing but the self concept is relatively fixed and stable. Furthermore, self theory holds that the self concept is the frame of reference through which the individual interacts with his world. Thus, the self concept is a powerful influence in human behavior. We can never completely understand another person's actions or perfectly predict his behavior, but knowledge of his self concept can advance such understanding and prediction.¹

Relative to the foregoing rationale, the purpose of this study was to investigate the relationship between self concept, organizational concept, and the effects of their

¹Fitts, The Self Concept and Self-Actualization, Studies on the Self Concept, Monograph 3 (Nashville: Counselor Recordings and Tests, July 1971), p. 3.

relative congruence on organizational participation and work performance, which is shown in table 1 by illustrating the independent and dependent variables of this study.

TABLE 1
INDEPENDENT AND DEPENDENT VARIABLES
FOR THE STUDY

Independent Variables	Dependent Variables
Self Concept	Organizational Participation
Organizational Concept	Work Performance

Hypotheses for the Study

The following hypotheses were developed for the study:

Hypothesis 1. There is a significant positive relationship between a subject's self concept and organizational concept

Hypothesis 2. Subjects with a positive conceptual state will exhibit active participation within the organization

Hypothesis 3. Subjects with a positive conceptual state will exhibit acceptable work performance

Hypothesis 4. Subjects with a negative conceptual state will exhibit complacent participation within the organization

Hypothesis 5. Subjects with a negative conceptual state will exhibit substandard work performance

Definition of Terms

The following terms have been defined to provide a common basis for understanding the conduct of this study:

Congruence. (a) Agreeable coexistence between self and organizational concept; (b) a self concept description where all variables are in relative harmony and agreement

Incongruence. (a) Where there is a lack of fit or agreement between self and organizational concept; (b) a self concept which is characterized by a lack of harmony or fit between the internal and external frames of reference, the variables of consistency, conflict, and the amount of defensive distortion

Self concept. The understanding an individual has of himself and as described by himself on a standardized self-report inventory (Tennessee Self Concept Scale).¹

Positive self concept. A self concept which is congruent among its variables and is characterized by a relatively average and nondeviant set of esteem scores with average-to-low self-certainty and with a wide distribution of distributors used to differentiate the self. It will also have an average-to-low amount of defensiveness, combined with average-to-high psychological integration and an overall average-to-low amount of deviant symptoms, along with a tendency to be able to both affirm what he is and is

¹Idem, Tennessee Self Concept Scale (Manual), (Nashville: Counselor Recordings and Tests, 1965).

not without a high degree of conflict or variability within the self-description. The specific variables will be derived from the Tennessee Self Concept Scale as described in chapter 3

Negative self concept. (a) Deviant: the deviant negative self concept will be characterized by deviant self-esteem, high certainty of self with little variability in self-description, low psychological integration, and high deviant symptoms; (b) incongruent: the incongruent negative self concept will be characterized by an abnormal amount of defensiveness, coupled with a tendency to overaffirm positive attributes, along with overly high self-esteem and an undue high amount of conflict and variability within the self-picture. The specific variables will be derived from the Tennessee Self Concept Scale as described in chapter 3

Organizational concept. The way a subject describes his perception of his organizational setting during a survey interview

Behavioral output. The behavioral orientation to the specific areas of organizational participation and work performance

Organizational participation. Those activities directed at maintaining, improving, or positively changing, as well as those of holding the status quo (resisting), destroying, or disrupting the organizational climate, structure or setting

Work performance. The manner in which assigned activ-

ities and responsibilities are carried out relative to established standards and policies

Conceptual state. The combination of an individual's self concept and his organizational concept at time of evaluation

Positive conceptual state. (a) Where both the self concept and organizational concept are equally positive and therefore congruent; (b) where both the organizational concept and self concept are relatively positive but where incongruence occurs between the self and organizational concept and where the incongruence is either minor or favorably toward the organization

Negative conceptual state. (a) Where both the self concept and organizational concept are equally negative; (b) where the organizational and self concept have differing degrees of positive and negative attributes and are therefore incongruent and where the incongruence is unfavorably away from the organization

Assumptions

Relative to the hypotheses of the study, it is important to consider the following assumptions for understanding the theoretical framework:

1. "... the self concept is a significant variable in human behavior in general" ¹

¹Idem, The Self Concept and Behavior: Overview and Supplement, Studies on the Self Concept, Monograph 7 (Nashville: Counselor Recordings and Tests, June 1972), p. 5.

2. "In general and other things being equal, the more optimal the self concept the more effectively he will function."¹
3. All persons, regardless of their background and unique personality characteristics, will control their behavior in accordance with the positive or negative nature of their self concept
4. It is more difficult for organizations to develop positive, humanized change and growth strategies by using macrotheories which are prescribed from the top down and consist of techniques of control through the power structure of management, since it negates the need for people within the organization to participate in the implementation of change and growth programs
5. It is more feasible to institute humanized organizational change and growth by identifying the human resources throughout the organization who can and will facilitate change. When working on an individual basis, we create an interaction system for change that permeates rather than imposes its will on the organization; thus, cooperation is fostered and resistance is minimized
6. Given the uniqueness of people, we can help them only after we know their perceptual and conceptual state

¹Idem, The Self Concept and Performance, Studies on the Self Concept, Monograph 5 (Nashville: Counselor Recordings and Tests, April 1972), p. 4.

Delimitations of the Study

The following delimitations are imposed on the study in order to provide rigor and consistency in an attempt to overcome the inherent limitations of the ex post facto method:

1. An ex post facto field study of one midwestern manufacturing company utilizing one organizational sample consisting of twenty first-line supervisors
2. Controlled variables: All subjects will have a minimum of one year experience, a demonstrated work competence, will report to the same superior, and will work in the same environment
3. Uncontrolled variables: Age, IQ, personality traits, family background, marital status, education, race, and socioeconomic status
4. Time scope: The investigation will be limited to one impact study, not to exceed three months for complete interviewing, testing, and evaluation of subjects so that the time frame will be held constant

Limitations of the Study

The ex post facto field study inherently imposes the following limitations:

1. Randomized sampling was not possible; all subjects were self-selected based on position and minimum length of service
2. Due to the subjective nature of the study, controls

were established wherever possible to hold investigator bias to a minimum

3. Since data collection on organizational participation and work performance was supplied by the superiors of the subjects, it is felt that certain "halo" effects may have been present that were not revealed by the study, even though independent judges were used
4. Since the study used twenty subjects, broad generalizations to the population at large will be limited and tentative
5. The focus of the study was on the individual and his behavior. The structure of the organization and existing interpersonal relations and dynamics were not investigated from either the affective or cognitive domain to determine attitudinal effects

Method of Investigation

This ex post facto field study involved the study of twenty first-line supervisors of a midwestern manufacturing company. The strategy for investigating the problem was based on the need to conduct an intensive investigation of one sample group of a functioning organization on a time-concentrated impact basis.

All subjects were first interviewed to determine organizational concept which was corroborated by an interview with each subject's significant peer.

During the interview process, all subjects were concurrently evaluated for organizational participation and

work performance by three independent judges. The results were collected and computed by an associate of the investigator but were not revealed to the investigator.

After the interviews, each subject was administered a self-report inventory to determine self concept. At the completion of the impact investigation, all data was analyzed relative to the hypotheses stated.

Refer to chapter 3 for a complete discussion of the selection and development of the instruments, analysis of the procedures used, and a discussion of the data analysis strategy.

Summary

This chapter introduced the purpose of this study which was to investigate the relationship between the role of self concept and organizational concept and the effects of their relative congruence on organizational participation and work performance.

The background and significance of the problem and the attendant needs for the study have been justified on the basis of the need for individuals to understand themselves and develop positive self concepts so that they can cope with the problems of organizational change and growth.

The anticipated use of the results of this study was presented against a grounding based upon a theoretical rationale of the self.

The hypotheses guiding this study were presented, and then the parameters controlling this study were discussed

under the definition of terms, assumptions, and delimitations. The direction of the study was presented in a discussion of the method of investigation.

In chapter 2 a review of literature, based on an interdisciplinary inquiry, will further ground the problem and justify the need for the study as well as provide additional substantiation of the theoretical rationale.

Chapter 3 will provide a discussion of the research design and methodology controlling the investigation; the results of the investigation will be presented in chapter 4; and chapter 5 will summarize the entire study, discuss the findings, conclusions, implications, and provide recommendations.

CHAPTER II

REVIEW OF LITERATURE

This chapter will present a review of the literature related to the study. Due to the interdisciplinary nature of this investigation and the quantity of extant literature relative to the subject, the review will draw on knowledge grounded in the fields delineated under the five following topical areas:

1. General Management and Organizational Theory
2. General Psychology, Guidance and Counseling, and Educational Theory
3. Social/Organizational Psychology and Group Dynamics
4. The Field of Self-Psychology
5. The Tennessee Self Concept Research Program

It should be noted that additional literature reviews relative to the background and significance of the problem were presented in chapter 1; thus, this chapter deals specifically with the general theory, concepts, and research of each topical area as it pertains to the stated problem.

General Management and Organizational Theory

Management and Organizational Dynamics

This portion will focus the review on the interaction

between people and organizations for mutual goal attainment in change and growth situations and thus illustrate the need for the individual to act as a catalyst for change.

George Strauss presents a critical guide on the use and misuse of Organizational Development as a change strategy for organizations and suggests:

Actually, what OD needs is to adopt the techniques used to the specific client. As in psychotherapy, short-term treatments with limited behavioral objectives may often be more useful than depth intervention. Cognitive, attitudinal, and structural changes are all important, but the particular combination and sequencing should vary from client to client.¹

Brown argues that despite the development of large scale organizations and their tendency to impose the impersonal approach of science and technology to organizations, they are still by nature human organizations and thus subject to the behavior of the collective personalities who make it up. Therefore, effective organizations will be those who are sensitive to the human element and its manifest needs.²

Similarly, Drucker and Pearce, in two separate articles, argue that effective executive performance is demonstrated through performance made possible by continual self-development, necessitated by the problem of continued and rapidly changing conditions, as well as the knowledge

¹George Strauss, "Organizational Development: Credits and Debits," Organizational Dynamics 1 (Winter, 1973): 18.

²J. Douglas Brown, The Human Nature of Organizations (New York: American Management Associations, 1973), p. 1, 168.

explosion.¹

Jacobs and Jillson feel that executive productivity will be increased by providing (1) greater responsibility through interactive goal setting and improved communications; (2) a commitment by organizations to improve productivity in their own ranks; and (3) the commitment of individual executives to their own self-development.² Bennis augments this with three requirements for achievement: (1) freedom to speak without fear, (2) objectivity, and (3) the ability to know what is feasible and possible.³

Organizational Behavior and Effective Performance

This portion demonstrates the importance of the relationship between the organization and the individual for effective performance.

Addressing the problem of organizational behavior, Owens' thesis calls for a recognition of the differences between organizational and personal requirements necessary to achieve compatibility between organization and personal goals on the premise: the greater the goal compatibility, the greater the organizational performance. He feels a

¹Peter F. Drucker, The Effective Executive (New York: Harper & Row, 1967), p. 68; Robert F. Pearse, Manager to Manager: What Managers Think of Management Development, an AMA Survey Report (New York: AMACOM, 1974), p. 4.

²Herman S. Jacobs and Katherine Jillson, Executive Productivity, an AMA Survey Report (New York: AMACOM, 1974), p. 3.

³Warren Bennis, "Conversation: An Interview with Warren Bennis," Organizational Dynamics 2 (Winter 1974): 66.

heuristic approach will provide management with a proper method of applying behavioral science knowledge to their respective problems.¹

A study by Bowers and Seashore extends this thought by demonstrating the utility of general and supportive styles of supervision for effective behavior.²

Day and Hamblin demonstrated in a study extending this theme that tightly controlled and punishment-oriented styles of leadership have dysfunctional consequences in terms of long-run behavior and attitudes.³ Marrow, in discussing power versus permissiveness, emphasizes that the solution today to people-production problems is intelligent participation which he sees as systems implemented thoughtfully and scientifically to blend corporate and individual objectives, thus providing people with a sense of involvement by showing them that their intelligence and responsibility are valued.⁴

Meyer, Kay, and French; Meyer; and Leader feel that self-perception and self-appraisal are important methods

¹Robert G. Owens, Organizational Behavior in Schools (Englewood Cliffs, N.J.: Prentice-Hall, 1970), pp. 52-58.

²David G. Bowers and Stanley E. Seashore, "Predicting Organizational Effectiveness with a Four-Factor Theory of Leadership," Administrative Science Quarterly 2 (1966): 238-63.

³Robert C. Day and Robert L. Hamblin, "Some Effects of Close and Punitive Styles of Supervision," American Journal of Sociology 69 (1964): 499-510.

⁴Alfred J. Marrow, ed., The Failure of Success (New York: American Management Association, 1972), pp. 18-19.

for improving performance without threat and conflict, on the premise that an individual personally involved in his own development will behave in a manner to improve his performance by honestly using his assets, liabilities, and development needs. He will do this with willingness and will be open to discussing these factors with his supervisor.¹

Motivation, Job Satisfaction and Achievement

This portion illustrates the complexity of individuals in their pursuit of achievement and the importance of goal compatibility between individuals and organizations, based on their mutual and intrinsic interests.

Lawler, in discussing motivation and self-esteem, maintains that it is very difficult to motivate low-esteem individuals, since they underestimate their abilities and thus will not have high expectancies of achievement. Conversely, it is easier to motivate high-esteem individuals, since they can realistically appraise their abilities and thus have high expectations of achievement.²

¹Herbert H. Meyer, Emanuel Kay, and John R. P. French, Jr., "Split Roles in Performance Appraisal," Harvard Business Review 43 (1965): 123-29; Herbert H. Meyer, "Feedback That Spurs Performance," in The Failure of Success, ed. Alfred J. Marrow (New York: American Management Association, 1972), pp. 199-211; Gerald C. Leader, "Interpersonally Skillful Bank Officers View Their Behavior," Journal of Applied Behavioral Science 9 (July-August 1973): 484-97.

²Edward E. Lawler III, Motivation in Work Organizations (Monterey, Calif.: Brooks/Cole Publishing Co., A Division of Wadsworth Publishing Co., 1973), pp. 54-55.

Dichter, in discussing "creating involvement," asks that industry help the employee develop a new self concept on the proposition that self concept is not what a person is but what he thinks he is, and if management helps to create and satisfy this self concept, then motivation will be intrinsic rather than extrinsic.¹

Fitzgerald supports this point of view in his attack on motivation theory on the basis that current motivational theory deals with things, inducements, and dismal vocabulary, rather than on the reality level of becoming a society of persons and utilizing people, not as objects but as unique human beings who can contribute fundamentally and with value to our work systems.²

Sales and Strauss have discussed the importance of work on the basis that mature human beings require high levels of egoistic and self-actualizing need-satisfactions from their jobs, which is supported by their findings that unrewarding jobs create an unhealthy situation, harmful to the individual, the organization, and society in general. They also present an opposing argument that the foregoing is nonsense--many people adjust easily to dull work, since they center their lives away from the job and therefore

¹Ernest Dichter, Motivating Human Behavior (New York: McGraw-Hill, 1971), pp. 213-15.

²T. H. Fitzgerald, "Why Motivation Theory Doesn't Work," Harvard Business Review 49 (July/August, 1971): 37-44.

expect relatively few satisfactions from it.¹

In contrast, Seashore and Barnowe have stated that their research indicates that work satisfaction is indeed related to self-actualization and that the motivating factors of work are those that impinge upon the worker's self-respect, his chance to perform well in his work, and his chance of personal achievement, growth, and competence, and that people denied this self-actualization are those who are classically labeled as having the "blue-collar" blues.²

Deci speaks of worker satisfaction on the basis of intrinsic motivation which creates job satisfaction, as opposed to extrinsic motivation which may, in fact, reduce intrinsic motivation and therefore decrease job satisfaction, with emphasis on the fact that intrinsic motivation helps to maintain a person's sense of self-esteem and personal worth.³

Herzberg supports this view, stipulating that money, environment, etc., are hygienic factors and do not contribute to motivation or changes in attitudes and that the key to job satisfaction, again, is intrinsic or personal

¹Leonard R. Sales and George Strauss, Human Behavior in Organizations (Englewood Cliffs, N.J.: Prentice-Hall, 1966), pp. 22-25.

²S. E. Seashore and J. T. Barnowe, "Collar Color Doesn't Count," Psychology Today, August 1972, pp. 52-54.

³E. L. Deci, "Work--Who Does Not Like It and Why," Psychology Today, August 1972, pp. 57-58.

satisfaction as related to self-esteem.¹

Cribbin goes further on the importance of self concept and organizational success and states that every manager sees himself in a unique way, and so important is this self concept to organizational success that the executive's view of himself becomes the most crucial tool in developing and maintaining a productive and satisfactory administrative career. He further states that this self-image is the executive's psychic center of gravity and that a career crisis is therefore basically a crisis of the "self," and the sum total of all of a manager's self concepts (roles) determines his style of management, his achievements, and his happiness.²

Cummings supports Cribbin in a study to test Herzberg's theory. He hypothesized and found that job satisfaction (motivators) and job dissatisfaction (hygienics) differ within the hierarchy of the organization. His study consisted of designing a questionnaire to provide respondents with a rank-order selection between job dissatisfiers (hygienics) and job satisfiers (motivators) on ten work values. The test was administered to 310 employees at various levels within the organizational hierarchy, with the results being that lower level employees selected

¹Frederick Herzberg, "Managers or Animal Trainers?" Management Review 62 (July 1972): 2-15.

²James J. Cribbin, Effective Managerial Leadership (New York: American Management Association, 1972), pp. 78-83.

hygienic values in approximately 40 percent of their first four ranks and motivational values in 60 percent. Higher level employees selected hygienic factors in approximately 10 percent of their first four ranks and motivational values in 90 percent.¹

Kaplan, Tausky, and Bolaria lent support to this by citing sixteen studies on Motivation-Hygiene Theory on a diversity of groups and found that seven supported the theory and nine did not. In all but two of the dissenting studies, high-level employee subjects were used. In all of the agreeing studies, high-level employee subjects were used. They concluded that to motivate workers:

The first step should be through an assessment of their present needs and wants with respect to work. Awareness of the various orientations to work should lead to a clearer picture of why an individual seeks employment at a particular firm, and what he wants and expects to get out of his job in the way of such things as "meaningful" work experience, salary, working conditions, and supervision.²

In discussing personality versus the organization, Argyris points out that formal organizations are unintentionally designed to discourage the autonomous and involved worker, and we must therefore work for change to create autonomy and encourage involvement, especially if we are to address the startling statistics that only 25 percent of the

¹Paul W. Cummings, "Does Herzberg's Theory Really Work?" Management Review 64 (February 1975): 35-37.

²H. Roy Kaplan, Curt Tausky, and Bhopinder S. Bolaria, "The Human Relations View of Motivation: Fact of Fantasy?" Organizational Dynamics 1 (Autumn 1972): 75-79.

respondents in a national survey conducted in 1972 felt that public and private organizations perform well.¹ Grossman suggests the following in discussing change and change agents:

1. Recognize that factory foremen and office supervisors are front runners of change
2. Systems must be implemented that give them knowledge and responsibility for change²

Drucker sees change in the context of the "knowledge worker" who will only react to a new management style that encourages self-motivation and self-direction for productivity.³

In summary this review of general management and organizational theory has illustrated the problem precipitated by the dynamics of organizational change and growth. It has also demonstrated that the solutions are intrinsic to the ability of individual members of organizations to act as positive catalysts for change, thus reemphasizing the paradox discussed in chapter 1.

¹Chris Argyris, "Personality vs. Organization," Organizational Dynamics 3 (Autumn 1974): 3-7.

²Lee Grossman, The Change Agent (New York: AMACOM, A Division of American Management Associations, 1974), pp. 20-21.

³Peter F. Drucker, Management: Tasks, Responsibilities, Practices (New York: Harper & Row, 1974), pp. 176-77.

General Psychology, Guidance and Counseling
and Educational Theory

Behaviorism

This portion of the review will focus on behaviorism, which opposes the tenets of self-psychology.

Skinner, the primary proponent of behaviorism, summed up his position of denying the self by illustrating in the behaviorist's model that man is completely at the mercy of his previous conditioning and present environment. Although the person he is controls what he does, the person he is has been determined by past conditioning. Thus, man's belief in freedom of choice is largely an illusion. The solution proposed is a utopian world designed by benevolent behavior engineers, using systematic application of learning principles and behavior modification procedures.¹

In an interview in 1973, Skinner emphasized his position that scientific design and behavior modification of industry and people is the solution to today's people-problems within the world of work. He predicted, "In the not-too-distant future, however, a new breed of industrial manager may be able to apply the principles of operant conditioning effectively."²

In Skinner's latest writing, he finds himself in a

¹B. F. Skinner, Beyond Freedom and Dignity (New York: Alfred A. Knopf, 1971).

²Idem, "Conversation: An Interview with B. F. Skinner," Organizational Dynamics 1 (Winter 1973): 31-40.

paradox of trying to explain self-management while still denying the existence of a "self." He defines self-management as follows:

Intellectual self-management . . . is a matter of changing a situation until a response appears which solves a problem, the problem-solving repertoire making the repertoire containing the successful solution more effective. The two repertoires are more easily distinguished in ethical self-management. The managed self is composed of what is significantly called selfish behavior--the product of the biological reinforcers to which the species has been made sensitive through natural selection. The managing self, on the other hand, is set up mainly by the social environment, which has its selfish reasons for teaching a person to alter his behavior in such a way that it becomes less aversive and possibly more reinforcing to others.¹

Whyte agrees with Skinner's position but emphasizes that in the "real" world of work, effective organizational control of people can only come from an intelligent consideration of the positive interaction between people within an organizational framework with specified tasks.²

Braginsky and Braginsky disagree. In discussing behaviorist methodology, they point out:

If an experimenter rejects the concept of human intelligence, thought, and creativity, then these factors cannot enter either into the design of his experiment, the questions he asks, or the answers he postulates. In short, experiments, quantification, and observable responses of subjects are no protection against the production of myths.³

¹Idem, About Behaviorism (New York: Alfred A. Knopf, 1974), 176-77.

²William F. Whyte, "Skinnerian Theory in Organizations," Psychology Today, April 1972, p. 67.

³Benjamin M. Braginsky and Dorothea D. Braginsky, Mainstream Psychology: A Critique (New York: Holt, Rinehart & Winston, 1974), p. 51.

Mental Health and Human Functioning

This portion of the review will illustrate the importance of the self concept in terms of mental health and behavior.

Coleman feels that the elements of the self concept define the traits of the healthy person, emphasizing self-acceptance, realistic perception of one's self and others, self-reliance and direction, and self-actualization. He also sees the "self as a unifying theme," as a needed principle of personality to permit cognizance of the subjective experience of the individual, including the awareness of self.¹

Coleman and Freud emphasize that loss of self-esteem is a factor of maladjustment, depression, and anxiety.²

Glasser's concept of reality therapy emphasizes that the requisite for healthy adjustment is the need to feel worthwhile to ourselves and others and that this is accomplished by taking the responsibility to satisfy one's needs in a way that does not deprive others of fulfilling their needs.³ He also stresses the need for involvement with self and others so that one can determine his successful

¹James C. Coleman, Abnormal Psychology and Modern Life, 4th ed. (Glenview, Ill.: Scot, Foresman & Co., 1972), pp. 16, 65.

²Ibid., p. 17; Sigmund Freud, Collected Papers, ed. Ernest Jones, vol. 4: Mourning and Melancholia (New York: Basic Books, 1959), pp. 154-57.

³William Glasser, Reality Therapy (New York: Harper & Row, 1965), pp. 10-21.

identity from which he gains self-confidence, which motivates him toward positive involvement, as opposed to the person who identifies himself as a failure and thus loses self-confidence and avoids involvement.¹

Self, Identity, and Change

In this portion, the following investigators demonstrate the importance of identity formation within the self-concept in order to facilitate viable change.

Perls et al feel that a sense of one's self is essential for human functioning; when the perception is reality-based, then one experiences vitality and excitement and increasingly sharpened identity.² Blocher concurs with this through his concept of "identity formation" which he considers a central developmental problem for man, particularly in dealing with self-understanding and self-acceptance.

. . . the struggle for answers to identity questions is more than an abstract philosophical exercise. Without some answers to these questions, many people seem unable to provide organization to their lives, or to attach personal meaning to the events and experiences that confront them. Such individuals often cannot commit themselves to purposes, take appropriate risks to achieve goals, or establish value systems that give direction and consistency to their behavior. They are often unable to take responsibility for their own lives or to accept the consequences of their own behavior. The term "identity structure" is used here to describe and explain the personality organization process that seems to give meaning and consistency to behavior.

¹Idem, The Identity Society (New York: Harper & Row, 1972), pp. 8-10, 54, 58-95.

²Frederick Perls, Ralph F. Hefferline, and Paul Goodman, Gestalt Therapy (New York: Dell Publishing Co., 1951), pp. 465-66.

The identity structure is a psychological construct that embraces the whole constellation of self-referent ideas, attitudes, and emotions by which an individual knows himself.¹

Beit-Hallahmi concludes that identity formation is a central problem in vocational choice; e.g., it is difficult to decide what one wants to do before one knows his identity.² Johnson, Zimmer, and Neufeldt approach this concept through a systems approach to the "Person" and the "World of Work." Their central theme includes matching the total identity of a person to a job with compatible components.³

Shertzer and Stone approach this problem from the viewpoint of self concept and role performance. Their position essentially is that role performance, which is the effectiveness with which an individual performs a given role, affects the self concept; e.g., if the requirements of the role are congruent with the self concept, then success will be achieved. However, if there is incongruity, then the resultant conflict will produce anxiety. Thus, individuals need to choose roles that correctly fit their self

¹Donald H. Blocher, Developmental Counseling (New York: Ronald Press, 1966), pp. 8-9.

²Benjamin Beit-Hallahmi, "Counseling with the SVIB: The 'Ideal Self,'" Personnel and Guidance Journal 52 (December 1973): 256-61.

³Richard Johnson, "The Person as a Subsystem," Journal of Employment Counseling 10 (September 1973): 118-26; Jules Zimmer and Susan A. Neufeldt, "The World of Work as a Subsystem," Journal of Employment Counseling 10 (September 1973): 136-44.

concept.¹

Brammer and Shostrom feel that one of the basic implications of self-theories is that the individual is the center of focus; he holds the power of growth and meaningful perception within himself. Thus, the responsibility for change and the locus of evaluation of his experience and value system are within himself, and it is therefore his responsibility to initiate change and growth.²

Patterson, in discussing positive changes from a counseling point of view, feels that individuals can be helped to initiate change and growth in environments modeled after the counseling relationship, which includes, in part, acceptance, caring, openness, and honest communications. He emphasizes that these environments can be created through good interpersonal relations in industry as well as institutions.³

The Positive and Negative Aspects of the Self

This portion illustrates the positive and negative nature of self concept formation and its consequences.

DiVesta and Thompson, speaking from an educational

¹Bruce Shertzer and Shelley C. Stone, Fundamentals of Guidance, 2nd ed. (Boston: Houghton Mifflin Co., 1971), pp. 348-49.

²Lawrence M. Brammer and Everett L. Shostrom, Therapeutic Psychology, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1968), pp. 50, 82.

³C. H. Patterson, Theories of Counseling and Psychotherapy (New York: Harper & Row, 1966), pp. 504-7.

psychology standpoint, address the relationship of goal-selection, attainment, and motivation relative to the dynamics of self-image. They feel that motivation is essentially activity toward a relevant goal, and the attainment of this goal is associated with satisfaction which is reinforcing to goal-oriented behavior. They stress that the goal orientation may be either positive or negative; in other words, acceptable or nonacceptable behavior. They feel that for motivation and goal direction to be positive, it must be based first on a positive goal selection and then positively reinforced through the proper feedback of information to the person. Improper feedback or improper interpretation of feedback can destroy positive motivation and create negative motivation and behavior. Thus, the degree to which a person has positive or negative experiences in this regard, he will, in effect, be creating a positive or negative self-image.¹

McMullen has proposed a model for an "Achievement Motivation Workshop" to aid in teaching students how to select positive goals and hopefully start them toward positive self concept and eventually self-actualization.²

Coleman views the negative self concept in terms of

¹Francis J. DiVesta and George G. Thompson, Educational Psychology: Instruction and Behavioral Change (New York: Appleton-Century-Crofts, Educational Division, Meredith Corporation, 1970), pp. 148-96.

²Ronald S. McMullen, "The Achievement Motivation Workshop," Personnel and Guidance Journal 51 (May 1973): 642-46.

a confused sense of self-identity which creates an inability to find satisfying values and meaning in life and consequently produces self-alienation. He emphasizes that if the self-structure is faulty, it will tend to be perpetuated as an unhealthy influence on subsequent personality development and behavior. He feels that development of a healthy self-structure is related to the task of finding answers to the questions: (1) Who am I? (identity), (2) Where am I going? (goals), and (3) Why? (values). Therefore, the faulty self-structure comes from a failure to answer these questions or to base the answers on inaccurate data. Either cycle seems to be self-perpetuating.¹

Van Cleve Morris, addressing the philosophy of existentialism, stresses that it is necessary to accept the positive self in order to reject the negative so that a life of essence can be pursued:

. . . the project of living one's life in such a way as to be deserving of something better than nothingness and obliteration; to confront nothingness, to deny nothingness, by filling it up with a life that ought never to be lost or annihilated.²

In summary this section has provided an overview of behaviorism. Also, it demonstrated that self concept is considered an important human variable within the areas of identity formation, responsible action, mental health, and a concomitant of role-performance, motivation, and occupa-

¹Coleman, Abnormal Psychology and Modern Life, p. 165.

²Van Cleve Morris, Existentialism in Education (New York: Harper & Row, 1966), pp. 28-29.

tional choice.

It was further demonstrated that awareness of self can serve as a basic philosophy of life by illustrating that we can choose our essence through self-identity; thus, again, the self concept as a catalyst for change.

Social/Organizational Psychology and Group Dynamics

This portion of the review will deal with the self in its social, organizational, and group context. It demonstrates the complexities of the interaction process between the self and important others relative to performance.

Self concept and its relationship to motivational factors and work performance in the organizational setting has been given significant treatment by Korman. In his review of research of investigators such as Aronson and Carl, Smith, Adams, Andrews, Baron, Lewin, and others, he concludes:

Individuals will be motivated to perform on a task or a job in a manner which is consistent with the self-image with which they approach the task or job situation. That is, to the extent that their self-concept concerning the job or task situation requires effective performance in order to result in consistent cognitions, then, to that extent, they will be motivated to change in effective performance.¹

Other approaches to motivation and work performance have been initiated by other investigators. Zajonc studied the behavioral effects of the presence of others and postu-

¹Abraham K. Korman, Industrial and Organizational Psychology (Englewood Cliffs, N.J.: Prentice-Hall, 1971), pp. 39-47.

lates that the presence of others raises the arousal level, which improves the performance of well-learned responses, but inhibits learning.¹ Archer investigated individual behavior in groups in a study of power and concluded that individuals higher in power were more active and expressed change toward a more positive self concept, and those low in power were less active and changed toward a more negative self concept.²

Hall studied the effectiveness of group behavior and found that ineffective group behavior could be attributed to the ignoring of the requirements of group maintenance; e.g., as long as individual members were trying to satisfy their needs, they could not concentrate on the group's goals.³

Zander, in a study of productivity and group success, postulates that emphasis on individual achievement can be counter-productive to group success, particularly if the high achiever is the "boss" who sets unrealistically high goals for the group and consequently forces the members to settle for much smaller goals since his are hopeless. Zander feels that the solution is to allow the group to

¹Robert B. Zajonc, "Social Facilitation," Science 149 (1965): 269-74.

²Dane Archer, "Power in Groups: Self Concept Changes of Powerful and Powerless Group Members," Journal of Applied Behavioral Science 10 (April-May-June 1974): 208-20.

³Jay Hall, "Decisions, Decisions, Decisions," Psychology Today, November 1971, pp. 51-54.

participate in establishing the goals of the group.¹

Ohlsen, in discussing group success and maintenance, has concluded that we have to be careful when evaluating group success; e.g., a necessary condition to group success is group commitment. But when a group has high commitment, its members will experience an openness and motivation to change, based on the solidarity of their group and their commitment to pursue both the group goals and their independent goals. This is therapeutic in group counseling. However, where group tasks are involved, this could result in "group think" where the group may not be responsive to feedback from external sources, which would enable them to make more valid and profitable decisions.

In discussing the requirement of congruence and group maintenance, Ohlsen believes that if they are not provided, then the basic need-satisfaction of the group members will be denied, thus causing them to form informal subgroups in order to gain satisfaction of their personal needs. This will cause a dysfunction of the formal group and its effectiveness at all levels of activity and could create further problems on an interpersonal level through the undirected efforts of the informal groups.²

¹Alvin F. Zander, "Productivity and Group Success: Team Spirit vs. the Individual Achiever," Psychology Today, November 1974, pp. 64-68.

²Merle M. Ohlsen, Group Counseling (New York: Holt, Rinehart and Winston, 1970), pp. 49-74.

In summary the foregoing has conceptualized the complexities of the interactive effects operating on people-to-people situations, people-to-task situations, and task-to-people situations. This illustrates the importance of finding a catalyst such as the self concept to aid in providing order to the often conflicting and confounding variables that exist in these complex situations. It demonstrates that as people know themselves and each other, then the problem of group maintenance is reduced; and as this problem is reduced, there will be more time left for task and goal achievement.

The Field of Self-Psychology

The purpose of this study was to investigate the role of self concept, organizational concept, and the effects of their relative congruence on organizational participation and work performance.

This section of the literature review will deal specifically with the general field of self concept psychology and will be presented under the following four general topics in order to form a conceptual framework which encompasses the extant literature:

1. A general overview of self-psychology
2. Self-esteem and behavior
3. Self-control, self-management, and change
4. Self concept, career, and work

State of the Art of Self Concept Research

Wylie's 1961 extensive review of self concept research literature has emphasized that personality theories stressing the self have become an increasingly important area of study. She concluded that the results of research have been less than fruitful for four reasons:

1. Lack of proper scientific characteristics of the theories
2. Inevitable problems of developing good research in new areas
3. Inability to synthesize research due to the larger number of independent investigators, rather than a planned research program. (Note: it is for this reason that this study is based on the Tennessee Self Concept Research Program discussed in the next section.)
4. Avoidable methodological flaws¹

In Wylie's 1974 revision, she holds basically to the same conclusions but provides a much more extensive review of methodological considerations and measuring instruments of the self concept. Within this revision she pleads for more unified, consistent, and methodologically sound research programs to provide more rapid advancement in the state of

¹Ruth Wylie, The Self Concept: A Critical Survey of Pertinent Research Literature (Lincoln: University of Nebraska Press, 1961), pp. 322-24.

the art of self concept research.¹

Hall and Lindzey argue for better personality research but urge postponement of synthesis:

It is our strong conviction, then, that this is not the appropriate time or circumstance for an attempted synthesis or integration of personality theories. In simplest terms we feel that it is unwise to attempt a synthesis of theories whose empirical utility remains largely undemonstrated. Why make a conceptual arrangement in terms of aesthetic reaction and internal consistency when the important issue is how these elements fare in the face of empirical data? Far more fruitful, we believe, than any attempt at a master theory is the careful development and specification of a single existing theory with simultaneous attention to relevant empirical data. The ultimate answer to any theoretical issue lies in well-controlled empirical data, and the nature of such data will be adequately defined only as the theories themselves are better developed. It is one thing to change a theory in the light of empirical data which force upon the theorist some essential change, and quite another to change a theory because of some conflicting rational or evaluative issue. Our faith is that almost any theory if it is systematically extended and coupled with extensive empirical research offers greater hope for advance than an amalgamation of existing theories some of which are poorly stated and precariously related to empirical data.²

Since 1949 a comprehensive school of self-theory has evolved. The publications have proliferated at an enormous rate. Wylie cites over one thousand research articles.³ Gordon and Gergen point out that today self concept research

¹Idem, The Self Concept, vol. 1: A Review of Methodological Considerations and Measuring Instruments, rev. ed. in 2 vols. (Lincoln: University of Nebraska Press, 1974), pp. 330-31.

²Calvin S. Hall and Gardner Lindzey, Theories of Personality, 2nd ed. (New York: John Wiley and Sons, Inc, 1970), p. 602.

³Wylie, The Self Concept, vol. 1, rev. ed., pp. 332-99.

has accounted for more than two thousand publications.¹ Pitts has cited over five hundred articles based on the Tennessee Self Concept Research Program.² Therefore, for the purpose of this study the following portion of the literature review will be narrowed to present a conceptual framework of self-psychology by highlighting its history and development, an effort toward synthesis, and the concomitant roles of self-esteem and behavior, self-control for change, and the self concept in terms of career work.

History and Development

William James, the nineteenth century psychologist, pioneered the development of a psychology of the "self." In his hypothesis he felt that the personality is made up of many selves. He labeled these the material self, the social self, the spiritual self, and the pure Ego. The material self consists of one's positions; the social self is how he is regarded by others; the spiritual self consists of self-psychological faculties and dispositions; and the Ego was defined as a stream of thought which constitutes one's sense of personal identity. These selves were based on constituents of self-feelings, actions of self-seeking, and self-preservation. James felt that these many selves converged to a point of self-esteem and that it was this

¹C. Gordon and K. J. Gergen, eds., The Self and Social Interaction, vol. 1 (New York: John Wiley and Sons, Inc., 1968).

²Fitts, TSCS Bibliography (Nashville: Dede Wallace Center, 1974).

self-esteem relative to man's pretensions which set the stage for motivation, accomplishment, and mental health in every individual. He believed that the self must be viewed both introspectively and in a social psychological context. James felt that through this process of the self, one develops a positive or negative nature, acquired through the ratio of the self's successes to its pretensions.¹ The Jamesian hypothesis lay the groundwork for many subsequent investigations.

Hall and Lindzey point out that the term "self," as used in modern psychology, has come to have two distinct meanings. The first, self-as-object, denotes a person's attitudes, feelings, perceptions, and evaluations of himself as a self-object. In other words, the self is what a person thinks of himself. The second meaning may be called the self-as-process, which is the self as a doer in that it consists of an active group of processes such as thinking, remembering, and perceiving.²

Snygg and Combs have contributed a great deal to self-psychology with their concept of the phenomenal self which holds that all behavior, without exception, is completely determined by and pertinent to the phenomenal field of the behaving organism. The phenomenal field consists of the

¹William James, The Philosophy of William James, with an Introduction by Horace M. Kallen, The Modern Library (New York: Random House, 1953).

²Hall and Lindzey, Theories of Personality, p. 516.

totality of experiences of which a person is aware. In this sense they are viewing the self, both as object and as doer.¹

Carl Rogers, one of the most prominent and significant contributors to the field of self-theory, best characterizes his theory as follows:

This theory is basically phenomenological in character and relies heavily upon the concept of self as an explanatory concept. It pictures the end-point of personality development as being a basic congruence between the phenomenal field of experience and the conceptual structure of the self--a situation which, if achieved, would represent freedom from internal strain and anxiety, and freedom from potential strain; which would represent the maximum in realistically oriented adaptation; which would mean the establishment of an individualized value system having considerable identity with the value system of any other equally well-adjusted member of the human race.²

Rogers looks at the self concept as the process of becoming: ". . . to have that self which one truly is."³ He emphasizes that the development of the self-concept is not limited to clients in therapy but posits that it is an ongoing process that would make sense to a group, an organization, or a nation. In essence the process of becoming, then, consists of the ability and freedom for individuals to perceive and to choose their path through life and become fully functioning.

¹D. Snygg and A. W. Combs, Individual Behavior (New York: Harper & Bros., 1949).

²Carl Rogers, Client-Centered Therapy; its Current Practice, Implications, and Theory (Boston: Houghton Mifflin Co., 1951), p. 532.

³Idem, On Becoming a Person (Boston: Houghton Mifflin Co., 1961), p. 181.

Abraham Maslow, even though more of an organismic theorist than a self-theorist, has proposed a theory of human motivation based on self-esteem as a preconsideration of self-actualization. He posits that man's motivation is based on a hierarchy of needs in the following order:

1. Physiological needs, which include food, drink, rest, sex, etc.
2. Security needs, which include safety from physical and psychological dangers
3. The need for love and belonging
4. The esteem needs, which are based on the needs to be well-regarded, respected, and valued which, when achieved, allow an individual to give the same esteem or respect to others
5. Self-actualization, which is a driving force of varying intensity within each person to fulfill his potential¹

The foregoing are what Maslow considers the basic needs preceding an additional need system which he terms "Metaneeds."² The Metaneeds consist of justice, goodness, beauty, order, unity, etc., and are components of self-actualization.

A Synthesis of Self Concept Psychology

Fitts has synthesized the work of the foregoing contrib-

¹Abraham Maslow, Toward a Psychology of Being (Princeton, N.J.: Van Nostrand Co., 1968).

²Idem, The Farther Reaches of Human Behavior (New York: Viking Press, 1971), pp. 295-303.

utors, as well as others, and conceptualized the self concept in terms of a multi-dimensional model. He views the self concept first from its internal dimensions, which include three principal parts or subelves. These are: self-as-object (identity self), self-as-doer (behavioral self), and self-as-observer and judge (judging self). This internal dimension is then set against an external dimension and has been identified as the Physical Self, the Moral-Ethical Self, Personal Self, Family Self, and Social Self. These dimensions are considered dynamic and interactive and are measured against other variables of the self concept, such as the value of the self-esteem loading, the variability across the subelves, and the internal consistency of self-definition, as well as the amount of conflict or contradiction within the self-description. There are additional variables to Fitts' measure of self concept which will be detailed in the next section. However, this conceptualization serves to look at the self concept in terms of self-as-object and self-as-process. It also enables one to look at the interaction between self-esteem and the other variables of self-concept, thus measuring the defensiveness or distortion a person presents in his self-report. This provides an overall picture of the health of self concept; e.g., whether a person is self-actualizing and positive or whether a person is defensive or distorting the reality of

his self concept and is thus negative.¹

Although the foregoing conceptualization of self concept is a complex entity, it reflects also the complexity of man and his behavior and substantiates the working hypotheses on which the research conducted with the Tennessee Self Concept Scale is based: "The more optimal the self concept the more effective the individual will function."² A more detailed treatment will be given this conceptualization of self concept in the last section of the literature review.

Moustakas perhaps expressed the central theme of self-psychology in 1956 when he wrote: "Each man has a personal destiny, a personal self. Within this self lies the essential equality of all human nature."³

In summary, this portion of the review has covered the state of the art of self concept research, a review of the historical developments, and a presentation of Fitts' work synthesizing self concept as a variable in human behavior, thus providing the justification for the self concept portion of this study.

¹Fitts, The Self Concept and Self-Actualization, Monograph 3, pp. 11-25.

²Idem, The Self Concept and Performance, Monograph 5, p. 4.

³Clark E. Moustakas, ed., The Self: Explorations in Personal Growth (New York: Harper Colophon Books, Harper & Row, 1956), pp. 283-84.

Self-Esteem and Behavior

Brown has pointed out that people often go to extremes to offset embarrassment, avoid looking foolish, and protect their fragile self-esteem, and this concern for self-esteem and the games people will play to protect it should be brought into the open; e.g., if the individual is aware of his behavior, then he can better understand it, learn to control it, and not let it get in the way of his best interests. This would give reality to self-esteem and avoid unnecessary defensiveness.¹

Similarly, Branden gives the following import to self-esteem, based on undistorted reality:

There is no value-judgement more important to man--no factor more decisive in his psychological development and motivation--than the estimate he passes on himself.²

Branden also outlines a scheme of how an individual can grow and develop through self-esteem. He feels that the antecedents of true self-esteem are self-acceptance and self-awareness. He has found that until we admit into awareness all that is self, both inner and outer, and then admit responsibility for those traits which are ours, we cannot have true self-acceptance. He cautions that if we avoid reality in this way, we are preserving self-esteem at

¹R. Brown, "Saving Face," Psychology Today, May 1971, p. 55.

²Nathaniel Branden, The Psychology of Self-Esteem (Los Angeles: Nash Publishing Corp., 1969), p. 109.

the sake of reality, which is false self-esteem.¹

Blake and Mouton demonstrate how false self-esteem damages organizations by their example of the five-to-five management style which typifies the manager whose actions are dependent on the expectations of others.² This type of manager, with false self-esteem, could lead to a breakdown of the esteem of others, according to Phillips, Wiener and Haring. They feel self-confidence, morale, and self-esteem are affected by the way tasks are achieved, and the five-to-five manager surely would not help in setting tasks or insisting on their achievement.³

Carson concludes from his studies that individuals will protect self-esteem by "selective evaluation"; e.g., selectivity enhancing components of experience that are self-congruent and selectively devaluing the incongruent components.⁴ In other words, the same false reality as discussed by Branden, Blake and Mouton, and Phillips et al.

Leonard, Walsh, and Osipow studied 135 subjects to examine the effect of self-esteem and self-consistency on second vocational choices and found that subjects high in

¹Idem, The Disowned Self (Los Angeles: Nash Publishing Corp., 1971), pp. 70-106.

²Robert R. Blake and Jane Srygley Mouton, The Managerial Grid (Houston: Gulf Publishing Co., 1964), p. 132.

³E. Lakin Phillips, Daniel N. Wiener, and Norris G. Haring, Discipline, Achievement, and Mental Health (Englewood Cliffs, N.J.: Prentice-Hall, 1960), p. 4.

⁴Robert C. Carson, Interaction Concepts of Personality (Chicago: Aldine Publishing Co., 1969), pp. 240-43.

self-esteem make secondary vocational choices that are consistent with their personality styles more often than those who are inconsistent, and those low in self-esteem make equally consistent and inconsistent choices. They conclude that people high in self-esteem will behave more in accordance with their self-concepts, while people low in self-esteem will not make choices consistent with their self concepts.¹

In summary it has been illustrated that not only the level of self-esteem but the reality of self-esteem is an important variable in the formation of the self concept.

Self-Control, Self-Management, and Change

Recently there has been an increased interest in self-control and self-management as methods of self-directed change. This interest has been caused partly by people's fear of control by others (behavior modification) and partly from the knowledge and feeling that it is the self which provides control. Goldfried and Merbaum have summarized their definition of self-control to include the following five points:

1. A prerequisite of self-control is that it is the individual himself who determines his own special goal or outcome to be achieved. This is not to say that he may be uninfluenced to adopt a particular goal. In the final analysis, however, the choice remains an individual matter.

¹Russell L. Leonard, Jr., W. Bruce Walsh, and Samuel H. Osipow, "Self-Esteem, Self-Consistency, and Second Vocational Choice," Journal of Counseling Psychology 20 (January 1973): 91-93.

2. We assume that the strategies for self-control must be deliberately and consciously arranged to reduce the frequency of the unacceptable target behavior. These strategies may include various degrees of personal self-regulation, or may involve the enlisting of environmental support to enhance the attempts at self-control. Regardless of which strategy is employed, a necessary condition is that the person must both be able to verbalize his goal, and to specify each of the several steps he will take to alter his problematic behavior.

3. We view self-control as a functionally defined concept. That is, whether or not one has demonstrated self-control is determined not so much upon procedures employed as it is on the consequences of the action taken.

4. It is our contention that self-control cannot be regarded as a global personality construct. Instead, self-control may more appropriately be viewed as referring to a specific response, or perhaps class of responses, relevant to the alteration of certain maladaptive behaviors.

5. Finally, it is assumed that self-control does not emerge from any innate potential within the individual, but is acquired through experience, whether it be trial-and-error or more systematic learning.¹

Thomas and Ezell have described a counseling technique utilizing contracts between counselor and client to facilitate goal-accomplishment and change, which is based on the client assuming responsibility for his self-managed change. They emphasize that this technique does not serve every client, but it is a goal worthy of note.²

Many others have presented studies relating to self-control, regulated, and managed strategies for individual change. Nye has suggested self-regulation strategies by

¹Marvin R. Goldfried and Michael Merbaum, eds., Behavior Change through Self-Control (New York: Holt, Rinehart & Winston, 1973), p. 13.

²Patience Thomas and Betty Ezell, "The Contract as a Counseling Technique," Personnel and Guidance Journal 51 (September 1972): 27-32.

having the client "act" as counselor.¹

Mazza and Garris suggest that students participate through shared evaluation to stimulate their involvement in their behavior change.² Mencke proposes a model for teaching self-modification to instill a feeling of power over one's fate.³ Danskin and Walters advocate biofeedback and voluntary self-regulation as a method of shaping and revitalizing a person's self-image.⁴

Toward these ends, Smith has suggested a model which incorporates both humanism and behaviorism in an eclectic manner so that the individual may have the benefit of the client-centered environment and the expediency of behavioral techniques for self-change and goal attainment.⁵

The foregoing studies emphasize self as master and indicate a greater need for understanding the self (concept).

¹L. Sherry Nye, "Client as Counselor: Self-Regulation Strategies," Personnel and Guidance Journal 51 (June 1973): 711-16.

²P. Mazza and D. Garris, "Shared Student Self-Evaluation," Personnel and Guidance Journal 50 (May 1972): 745-48.

³Reed A. Mencke, "Teaching Self-Modification in an Adjustment Course," Personnel and Guidance Journal 52 (October 1973): 97-101.

⁴David G. Danskin and E. Dale Walters, "Biofeedback and Voluntary Self-Regulation: Counseling and Education," Personnel and Guidance Journal 51 (May 1973): 633-41.

⁵Darrell Smith, "Integrating Humanism and Behaviorism: Toward Performance," Personnel and Guidance Journal 52 (April 1974): 513-20.

Self Concept, Career, and Work

Hoppock, in outlining Super, Starishevsky, and Jordann's self concept theory on career development, emphasizes the developmental progression of self concept as it relates to vocational choice. He begins with the self concept formation stage, proceeding through the differentiation, role playing, reality testing, and the stage of translation of self concept into occupational terms to the final stage of implementation of the self concepts in terms of vocational choice and achievement. He emphasizes that the successful accomplishment of these stages leads to self-actualization, which in turn leads to the person with the properly differentiated self concept selecting a compatible role and vocation.¹

Bordin and Kopplin, in studying motivational conflict and vocational development, warn that some clients without a viable self-percept are suffering identity problems which they may unconsciously try to resolve by seeking occupational identity that embodies the characteristics they seek rather than possess; thus, the counselor must seek to understand how identity formation is motivating the client.²

Hales and Yackee, in an investigation of self concept,

¹Robert Hoppock, Occupational Information, 3rd ed. (New York: McGraw-Hill, 1967), pp. 94-95.

²Edward S. Bordin and David A. Kopplin, "Motivational Conflict and Vocational Development," Journal of Counseling Psychology 20 (March 1973): 154-61.

sex, and work values, studied 99 fifth and sixth grade students (40 male and 59 female) and found that in the self concept area, children with the more positive self concepts placed greater value on jobs which permit use and development of abilities and skills and involve performance of tasks and activities which give satisfaction and provide opportunities to help others. This indicates that even at an early age, a more clearly differentiated self concept directs one's value choices toward self-actualizing activities.¹

This portion of the review has emphasized the importance of the self concept in career choice.

To summarize, this section has examined the state of the art of self concept research, traced its history, and discussed the contributions of the major investigators. It has demonstrated that self concept is a significant variable in human behavior. It also discussed the effects of true and false self-esteem on the self concept and has reviewed the current emergence of concern on topics of self-control and self-management for change, which emphasizes the importance of self concept as a catalyst for change and growth.

¹Loyde W. Hales and Keith Yackee, "Self Concepts, Sex, and Work Values," paper presented at the annual meeting of the AERA in Chicago, April 1974.

Tennessee Self Concept Research Program

In the previous section we reviewed the general state of the art of self concept theory. This portion of the literature review will deal with the Tennessee Self Concept Research Program and the relevant research which has been generated over a long-term period in a program of Studies on the Self Concept conducted at the Nashville Mental Health Center, now known as the Dede Wallace Center, located in Nashville, Tennessee.

In view of the fact that this research program has served as a clearing house for research efforts on the self concept and has thus produced seven monographs and a large quantity of research papers having to do with research produced through the efforts of many investigators on many and varied topics, this section of the review will be limited to reviewing the background of this program, outlining the significant aspects of each monograph, and detailing specific research efforts which are relevant to this investigation.

Primary investigators cited in the monographs will not be cited here, since to do so would be redundant. However, the primary investigators will be cited where specific research articles are used.

The principal instrument used in these research studies was the Tennessee Self Concept Scale developed by Fitts and hereinafter referred to as the TSCS.¹ (See

¹Fitts, Tennessee Self Concept Scale (Manual), (Nashville: Counselor Recordings and Tests, 1965).

appendix A for sample profile, condensed explanation of scores, and sample questions.)

The outline for this portion of the review will be developed around the background of the program and monographs on the self concept and delinquency, psychopathology, performance, correlates of the self concept, and self-actualization.

Grounding and Background of the Research

The grounding of this research, according to Fitts, addresses three problems: "How to understand people, the way they differ, and how to help them change."¹ These questions have, in part, been answered and are still being pursued through "criterion-centered research"; e.g., the self concept as measured by the TSCS.

The background of this program, as detailed by Fitts, began with the development of the TSCS. This is a standardized measure of the self concept which was designed to answer the problem of numerous and unrelated instruments being used to measure self concept.² This answers the problem posited by Wylie regarding synthesis in self concept research.³

¹Idem, The Self Concept: A Vantage Point for Viewing the Human State, DWC Papers, no. 1 (Nashville: Dede Wallace Center, May 1973), pp. 1-3.

²Idem, The Self Concept and Behavior: Overview and Supplement, Studies on the Self Concept, Monograph 7 (Nashville: Counselor Recordings & Tests, June 1972), pp. 1-10.

³Wylie, The Self Concept, vol. 1, rev. ed., p. 330.

In 1965, after ten years of research and development, the TSCS was published and provided a common criterion for the self concept research described in this review.

Delinquency

Fitts and Hamner, in studying self concept and delinquency, have found a number of factors about the self concept of the fully functioning person, as well as delinquents. The fully functioning person is characterized by a self concept which is more positive, more certain, less deviant, less conflicted and confused, and less variable in self-description than the self concepts of people in general. The delinquent, as well as other maladjusted types of people, including psychiatric patients, demonstrated contrasting self concepts. They differ from the general population in the opposite direction on most of the TSCS scores. Their self concepts are more negative, less certain, more deviant, more conflicted and confused, and more variable.¹

In discussing self concept and behavior within this study, the authors found a theoretical dilemma about which causes which--self concept or behavior. They felt that until sufficient data has been presented to resolve this dilemma, their position is that there is an interaction effect between self concept and behavior, with each exerting

¹William H. Fitts and William T. Hamner, The Self Concept and Delinquency, Studies on the Self Concept, Monograph 1 (Nashville: Counselor Recordings & Tests, July 1960), pp. 5, 38.

an influence on the other. This can be related to their description of the negative and positive interaction cycle; e.g., a negative self concept leads to negative behavior which leads to negative responses from society which leads to more negative self concept and more negative behavior, etc., etc. The positive interaction cycle is just the reverse--a positive self concept leads to constructive behavior which leads to favorable reactions from both self and others which leads to a more positive self concept, more positive behavior, etc.¹

The implications of this postulate are highly significant to the hypotheses of our study, since if we can identify the negative or positive nature of self concept either through the measurement of self concept or the observation of behavior, we will then have a basis for intervention.

To summarize this monograph, in addition to the above insights it has been determined that a delinquent is indicated by a difficulty in defining himself and is easily influenced by external suggestion. He does not defensively distort his self concept; on the contrary, he often lacks the kind of psychological defenses which would enable him to maintain normal self-esteem. Therefore, the delinquent's self concept is similar to those of other groups which are maladjusted, such as alcoholics, sociopathic personalities, and sexual deviants.

¹ibid., pp. 82-83.

Although this monograph served to research deviant behavior, it was relevant to the study of this problem in terms of how the negative self concept is described by the TSCS and its implications for behavior.

Pathology

The efforts of Fitts, in investigating self concept and psychopathology, produced much information which is summarized in the following quote:

This monograph and the research program from which it comes are based on the hypothesis that the self concept is a significant variable in all human behavior. More specifically, the theory is that the individual's image of himself influences the way he perceives and interacts with the world around him, that many aspects of behavior are highly correlated with self concept, that knowledge of self concept provides a basis for understanding behavior and that the self concept is a valid index of mental health.

There is evidence that the self concept, as measured by the TSCS, is a valid criterion of mental health throughout the full range of the mental health continuum from the pathology of psychosis to superior personality integration and self-actualization. . . .

In addition to the issues of psychopathology and diagnoses, this monograph addresses itself to the relationship between the way an individual perceives himself, his internal frame of reference, and how he is perceived by others, his external frame of reference. Diagnoses are descriptions of how patients are perceived and labeled by certain, albeit professional, others. The self concept is a measure of the internal frame of reference--what the individual perceives and feels about himself.¹

In summary, this monograph has provided information for additional research. It is significant to this investigation in its emphasis on negative behavior and how the

¹Fitts, The Self Concept and Psychopathology, Studies on the Self Concept, Monograph 4 (Nashville: Counselor Recordings & Tests, March 1972).

negative self concept relates to pathological personalities and its implications for mental health, which can be considered as a broad purpose of this investigation. Also of import is the statement that the self concept is a measure of how the individual perceives and feels about himself.

Performance

Fitts, in his monograph on self concept and performance, synthesized the studies of many researchers regarding the self concept and performance based on the following general hypothesis: "Other things being equal, the more optimal the self concept the more effectively the individual will function."¹

As a result of these synthesizing efforts, optimal ranges and specific directional hypotheses for the various TSCS scores were presented. It was found that the relationship between self concept and behavior was not strictly linear; rather, optimal score ranges exist for the fully functioning person.

It was found that a person who has a consistent positive and realistic self concept will generally behave in a healthy, confident, constructive and effective way. It appears from these investigations that such persons are more secure, confident, and self-respecting with less to prove to others. One important point that the authors make

¹Idem, The Self Concept and Performance, Monograph 5, p. 4.

which would be prudent to offer at this point is that the self concept is not necessarily the primary determinant of performance; e.g., an amputee could not compete with a track star regardless of their individual self concepts. But they did find that self concept predicts that between persons of equal ability, the one with the more optimal self concept will generally function better.

The research indicated that individuals with negative and deviant self concepts are more likely to drop out of training programs prior to completion. In investigating academic performance, the self concept was found to be a better predictor of noncognitive behavior than of purely cognitive performance; however, if the individual is borderline in terms of academic aptitudes, his self concept tends to be a more critical variable. Also there was evidence that suggested that persons with the more optimal self concepts tended to utilize their intellectual abilities more efficiently than those with negative self concepts. In general, the material in this monograph supports the working hypothesis quoted and the postulate that the self concept is a significant variable in human behavior.

The following are additional studies of the self concept and performance by specific investigators which are deemed relevant to this study.

Wagner and Fitts, in a study of success-failure motivation and the self concept, studied sixty-six college students using the TSCS and the Success-Failure Inventory

(SFI) and found, in general, that there was a strong pattern of relationships wherein persons with poor self concepts tend to be more motivated by the need to avoid failure than the need to attain success. They discussed the following implications:

1. The findings suggest that Ss who were more failure oriented have poor defenses and are more critical of themselves
2. Findings on the overly-defended individual were not clear, primarily because there were so few Ss in the sample
3. The results indicated that Ss motivated by failure avoidance were more dissonant in their self concept descriptions and had difficulty denying negative attributes
4. Self-esteem was shown to be significant as long as it was reality oriented and not distorted. In that case, Ss with the higher P (Positive) scores showed more motivation toward success than failure
5. It was also found that Ss who were success oriented were normal or lower in their V (Variability) scores. Thus, they had more consistent self concepts, where the failure oriented Ss had more variable self concepts¹

In general, the findings suggest that failure-avoidance motivation is a characteristic of people with personality

¹Mervyn K. Wagner and William H. Fitts, Success-Failure Motivation and the Self Concept, DWC Papers, no. 5 (Nashville: Dede Wallace Center, May 1973), pp. 3-12.

disorders or general maladjustment of any kind.

Data on the sixty-six Ss was broken into three groups: high SFI, N=14; middle SFI, N=38; and low SFI, N=14. Group means and S.D.'s were reported for each group with the utilization of t tests and F tests for significant differences on each variable of the Tennessee Self Concept Scale.

Fitch studied self-esteem as one of the antecedents of the causal attribution process (causal attribution was defined as the process of attributing action outcomes to sources, either internal to the person or external to the person). It was found that self-esteem was enhanced by attributing success action outcomes to internal sources to a greater extent than failure outcomes. It was also found that low self-esteem Ss who received failure feedback attributed significantly more causality to internal sources than did high self-esteem Ss who received failure feedback. However, high self-esteem Ss who received success feedback did not attribute significantly more causality to internal sources than did low self-esteem Ss who received success feedback. One explanation offered was that subjects disbelieved the false performance feedback and that actual performance influenced causal attributions.¹

Dunn performed a factor analytic study of five measures of personal effectiveness, among which the PI Scale (Personality Integration) of the TSCS was one, on the basis that

¹Henry Gordon Fitch, "The Effects of Self-Esteem, I-E Control, Success-Failure, and Choice on Causal Attribution" (Abstract, Purdue University, January 1969).

the PI Score measured self-perceptions in reference to self-as-object and process and satisfaction on both counts. He stated his findings that the PI, as well as the other factors utilized in his study, did not produce evidence for an underlying quality of personal effectiveness as measured by his five indices.¹ This study was weak in regard to the TSCS in that the effects of extricating twenty-five items from this test and presenting them together as a single test had not been previously demonstrated, and it was not clear how the PI items were used in the larger factor analysis by items. It appears that he converted the responses to binary response categories of zero and one--correct or incorrect. If this is true, use of the PI Score would not be appropriate since the response is important in terms of its specificity rather than a high or low one. So it seems that the methodological flaws in this study negated any contribution.

Baron and Bass conducted four studies carried out in an attempt to determine conditions under which unemployed trainees might receive maximum benefits from a job-retraining program. The TSCS was used in the design of all four studies as a pretest (from which the Total P Score and the P subscores were used in data analysis), along with another measure of self-esteem, The Interpersonal Perception Questionnaire. These instruments were also used in a posttest following performance on various tasks given under experi-

¹Thomas P. Dunn, "A Factor Analytic Study of Five Measures of Personal Effectiveness" (Doctoral dissertation, University of Oklahoma, 1969).

mental conditions. The principal goal was to study the role of social reinforcement parameters in improving trainee task performance and self-image. In discussing the results, the authors emphasized that the focus was not primarily on the TSCS, since it was only one of the many assessment measures, but the result of the investigation is significant for the following reasons:

1. The studies suggest possibilities for the judicious use of social reinforcement in improving self concept which may, over a period of time, lead to greater job performance
2. Other findings were the possible efficacy of low levels of praise and/or criticism when white authority figures are the sources of reinforcement
3. Also demonstrated was the importance of matching personality types to the reward offered
4. The superiority of using peer reinforcement to that of white authority figures was shown¹

Black conducted a study of the differences in self concept and other variables between students choosing terminal and degree programs and concluded that students in the degree group showed more positive self concepts than those in the terminal groups. The study used only twelve

¹Reuben M. Baron and Alan R. Bass, "The Role of Social Reinforcement Parameters in Improving Trainee Task Performance and Self Image," Report prepared for the U. S. Dept. of Labor, Office of Manpower Administration, September 1969.

of the thirty-one variables of the TSCS; therefore, the conclusions reached may be true, but the design of the study did not take into account health of self concept in regard to conflict, deviancy, or self-actualization but seemed to rely more heavily on the self-esteem.¹

Morril, in a study of harmony of self concept as a factor influencing vocational development, found that an increase in the degree of ego integration accompanies an increase in diversity of vocational interests, which seems to support the thought that the more integrated a person, the more open he is to interest areas, and the better he utilizes his intellectual ability.²

Passmore, in investigating the relationship of self concept and the personal characteristics of student teachers to success in student teaching, tested 108 elementary student teachers using six scores of the TSCS, along with the Bills Index of Adjustment and Values (IAV) and selected personality factors as measured by the Omnibus Personality Inventory (OPI) and compared these to grade-point average and ratings of student teaching effectiveness. He concluded that students who perceived themselves in positive ways were

¹Richard W. Black, "A Comparative Study of the Differences in Self-Concept and other Variables Between Students Choosing Terminal and Degree Programs" (Doctoral dissertation, University of South Dakota, n.d.).

²Richard A. Morrill, "Harmony of Self-Concept as a Factor Influencing the Vocational Development of Upper-Class and Graduate Male College Students" (Abstract, n.p., n.d.).

functioning in terms of their perceptions of themselves.¹ The study had methodological flaws in that it did not use all of the variables of the TSCS, so although the study indicated a positive relationship between a positive self concept and performance, the data was incomplete.

Harrington studied the relationship of self concept measures to selected characteristics of Air Force officers (pilots, navigators, and support officers). No major significant variables were found on the TSCS at the .05 level, and this seems feasible since the population studied was highly selected and therefore represented a group more select than the population in general.² This study would have been more helpful if comparative data were available for other Air Force officers who were not chosen for this specific type of training.

Gedeon attempted to study self concept and job dissatisfaction using seventy hourly employees of an industrial plant in western New York. He utilized the TSCS which was administered in January 1973 for the measure of self concept. The results were compared to job satisfaction provided

¹Wynoka Passmore, "An Investigation of the Relationship of Self Concept and Personal Characteristics of Student Teachers to Success in Student Teaching" (Doctoral dissertation, North Texas State University, n.d.).

²John Harrington, "The Relationship of Self Concept Measures to Selected Characteristics of Air Force Officers" (Unpublished doctoral dissertation, George Washington University, 1971).

by a Science Research Associates Attitude Survey given in May 1971. He utilized only the Total P Score and Self Criticism Scores of the TSCS.¹ Therefore, any findings from this study would be insignificant, since total self concept was not reported. Also, the length of time between the Attitude Survey and the self concept evaluation was too long to provide an impact of self concept on job satisfaction.

Fitts, Strenger, and Hamner performed a study regarding systematic desensitization, relaxation training, and their effects on the self concept, and although the primary thrust of this investigation is not totally relevant to our research, the following quotation is:

Self concept change is not readily accomplished, as attested to by numerous studies with a variety of interventions. Studies which do show significant effects therefore warrant special attention as the search for effective change agents continues. The findings of this study would be more impressive if they were less attributable to negative changes in the control group but the treatment groups did show appreciable positive gains. The implications are that specific behavioral techniques aimed at modifying behaviors which are important to the S do have an impact upon the self concept. A broader implication is that two seemingly disparate areas of psychology can be integrated to the advantage of both. The self concept can be a sensitive and useful criterion for researchers in behavior modification--one that may help demonstrate the full impact of their interventions. It may also be a significant independent variable which warrants attention. For self theorists, the implication is that new knowledge about the self concept--what affects it and how it influences other

¹ Alan R. Gedeon, "Self Concept and Job Satisfaction" (Unpublished master's thesis, Niagara University, 1973).

behavior--may be available from many unexpected sources.¹

This study suggests that one way to facilitate change in self-perception is by enabling individuals to change critical behavior. It also demonstrates that self concept can change without apparent behavior change--that behavior modification intervention may have unexpected effects on the S apart from the initial target problem. Also, the major import of this study seems to be the integration of behavior modification as an instrument to assist self concept change, which supports the proposition of self-management, etc., discussed in the preceding section.

In summarizing these investigations regarding the relationship between self concept and performance, it has generally been demonstrated that people will behave in accordance with the nature of their self concept; e.g., the person with a positive self concept will exhibit more adequate performance in most functional areas. It will also assist him in utilization of his intellectual abilities, motivate him toward success rather than to avoid failure, and act as a positive receptor for social reinforcement.

People with negative self concepts will perform less favorably on functional tasks, will not use their intellectual abilities to the maximum, will be motivated to avoid

¹William H. Fitts; Stuart Strenger, and William T. Hamner, Systematic Desensitization, Relaxation Training, and the Self Concept, DWC Papers, no. 20 (Nashville: Dede Wallace Center, September 1973), p. 16.

failure, and will not serve as a good receptor for social reinforcement. It was also found that self concept is not readily changed, but there seems to be an interaction factor which needs further investigation to the effect that it seems to be more possible to effect self concept change if the facilitator has a positive self concept. This area was not conclusively dealt with but is provocative in the sense that it has implications for investigation of self concept change and also implications for the selection of counselors, leaders, teachers, and others who have direct contact with people.

Self Concept Correlates

Thompson, in studying the correlates of the self concept, was concerned with demonstrating why wide individual differences on self concept occur within any single sample of people. In his attempt to account for these differences, he investigated the effects of the demographic variables of age, race, socioeconomic status, and psychological tests on self concept. The following is a summary of his findings:

Self concept and age. As an individual gets older, he comes to define himself in more definite terms and to be more decisive in his attempts at self-description. Jr. high, high school, and elderly Ss are deviant, while the profiles of college students and adults appear to be within normal limits. This finding probably reflects the fact that very young and very old people are underrepresented in the TSCS norm group. It also indicates that samples of older and

younger Ss contain a greater proportion of individuals earning extreme scores than do samples of Ss in the middle-age ranges. Also, with the elderly it was found that they tend to report a more positive self concept with increasing age, but the question that remains is: Is this one of increasing self esteem or actually a denial of one's faults? The question was not answered by research. Other questions brought out were that if young people show a deviant self concept, then does a deviant self concept with adults mean that there is some kind of psychological or self concept age factor operating in people; and when this factor gets out of phase with the realities of chronological age, does some sort of mental disturbance result?

Race as a factor in self concept. The studies presented in this section provide much information concerning the self concept of Negroes, but they raise numerous questions which can only be answered through further research. At this point there was no significant effect found for the variable of race.

Self concept and economically disadvantaged. No clear-cut results could be found from the investigations regarding socioeconomic status. It seems that what was being tested was how the disadvantaged were dealing with their disadvantage rather than the cultural phenomenon of disadvantage.

The self concept and scores on psychological tests. The information presented in these studies has clarified,

to some extent, the relationship between self concept scores and scores on a variety of psychological tests. Findings showing how self concept variables are related to measures of dogmatism, anxiety, self-disclosure, and interpersonal functioning were presented. The data seemed to indicate that there is a slight negative relationship between self-esteem and dogmatism, and findings suggest that the true relationship may be curvilinear. A substantial, linear relationship between self concept and anxiety has been found with a variety of samples and several measures of anxiety. The relationship between self concept and self-disclosure appears to be complex, and findings indicate that self-disclosing behavior is a factor in positive self concept change. Results show that individuals with healthy self concepts are more active in behaviors which involve expressing affection, inclusion, and control toward others than they are in seeking these behaviors from others. Other studies indicate good interpersonal communication is associated with a well-integrated self concept. The essence of these studies indicated that with knowledge of an individual's self concept it is possible to make inferences about the individual's attitudes, his feelings, and his interpersonal behavior.¹

In summary, the findings of this monograph have shown

¹Warren Thompson, Correlates of the Self Concept, Studies on the Self Concept, Monograph 6 (Nashville: Counselor Recordings and Tests, June 1972), pp. 6-23, 52-53, 79-80.

that age is an important factor in self concept; however, the effects of socioeconomic disadvantage are quite complex and show a significant interaction with the age variable. Also, the self concept scores have shown a significant relationship to several personality variables and variables of interpersonal functioning. This monograph has given additional insight regarding the influence of demographic variables but has only demonstrated age as being significant.

Overview

Fitts has cited the following additional research findings which are relevant to this investigation:

Cultural variables. Cross-cultural studies in a French-Canadian population, a Korean population, a Hebrew population, and a Mexican population indicated that each reports TSCS differences between delinquent and non-delinquent populations that are similar to those recorded in monograph 1, regardless of language, country, or culture. Persons characterized by antisocial and delinquent behavior tend to have poor self concepts.

Demographic variables. The general picture of findings from delinquent populations is that demographic variables do not account for self concept differences.

Self concept and identification. In several studies, it was found that identification with important others is desirable; perhaps even essential to the development of a

wholesome self concept.

Expectancy regarding social reinforcement. These studies tend to support one of the basic tenets of self-theory: that self-perceptions influence perceptions of others. If one likes and values himself, he tends to assume that others perceive him in the same light. If he dislikes and devalues himself, he expects similar reactions from others.¹

In summarizing these additional research findings, the lack of cultural bias seems very important, as well as the lack of influence of demographic variables on delinquent populations. Also, the implications of self concept and identification with important others as an essential feature in the development of a wholesome self concept supports self concept theory in general, as does the point on social reinforcement.

Self-Actualization

Fitts et al discussed self-actualization as it relates to the self concept and accordingly presented a conceptualization of the self concept as being closely related to self-actualization; e.g., the more optimal the self concept, the closer it is to self-actualization.

Numerous studies were conducted to determine the variables of self concepts, including variability of esteem values, clarity and differentiation of the self, and con-

¹Fitts, Self Concept and Behavior, Monograph 7, pp. 12, 29, 38.

flict within the subselves to determine what factors within the TSCS measure and describe the self-actualizing person. The findings of research indicated support of the following hypotheses: The self concept is affected by (1) experiences, especially interpersonal experiences, which generate positive feelings and a sense of value and worth; (2) competence in areas that are valued by the individual and others; and (3) self-actualization, or the realization of one's potential.

The basic summation concluded that available data seems to support the conclusion that the self concept is an adequate index of self-actualization in that the self concept shows a consistent relationship to behavioral competence and effective judgement.

The following additional conclusions were postulated:

1. Persons with positive self concepts give evidence of being able to use both negative and positive experiences to enhance their psychological growth
2. Persons with negative self concepts become more defensive and wary of life as a result of negative experiences. Further, no variable appears to be more consistent in its association with behavioral competence than self concept. On this basis, it seems reasonable to hypothesize that an enhancement of self-perceptions would lead to an increment in effective behavior.¹

¹Fitts et al, The Self Concept and Self Actualization, Monograph 3, pp. 1-26, 98-100.

Wills conducted a study utilizing the TSCS to study the personality variables that discriminate between groups differing in levels of self-actualization. The general conclusion was that males and females were discriminated by different combinations of the personality variables tested, and a sex difference existed on the level of self-actualization as well as on the personality variables which discriminated between the groups of males and females, which had comparable levels of self-actualization. Although the sex differences were not clear, the study did indicate that low self-actualizing males and females did differ from high self-actualizing males and females on several dimensions, which tends to support the postulate that the self concept is a significant variable in self-actualization.¹

Fitts, in a study of the therapist's self concept and clients' self concept change, pointed out a significant observation highly relevant to this study:

A strong trend was discovered wherein the therapists with the best self concepts tended to work with patients with the most deviant self concepts, and vice versa.

The primary finding was that when several TSCS scores were combined into an index of personality integration, this index showed a perfect correlation of 1.00 with positive self concept change in patients.²

¹Byron S. Wills, "Personality Variables Which Discriminate Between Groups Differing in Level of Self-Actualization," Journal of Counseling Psychology 21 (May 1974): 222-27.

²Fitts, Therapist Self Concept and Client Self Concept Change, DWC Papers, no. 19 (Nashville: Dede Wallace Center, August 1973), pp. 10-13.

Foxman, in a study of cognitive controls and personality integration, found that regardless of sex, subjects who were high in personality integration performed significantly better than subjects who were lower in personality integration on two out of three perceptual tasks. From this he concluded further that individuals high in personality integration are more able to shift between appropriate cognitive control styles when it is adaptive. This study confirms the idea that individual differences in cognitive control behavior reflect basic differences in personality organization and suggests further that it is personality integration or capacity for adaptive behavior which determines the effectiveness of cognitive control behavior. Also, it was found that highly integrated individuals might be thought of as focusing more on what could be the positive aspects of the environment.¹

The foregoing studies support Fitts' general hypothesis: "In general and other things being equal, the more optimal the individual self concept the more effectively he will function."²

In summary, one of the purposes of this study was to investigate the role of self concept. This section of the literature review has focused intently on the research efforts emanating from an ongoing research program at the

¹Paul N. Foxman, Cognitive Controls and Personality Integration, DWC Papers, no. 21 (Nashville: Dede Wallace Center, April 1974), pp. 8-14.

²Fitts, Self Concept and Performance, Monograph 5, p. 4.

Dede Wallace Center in Nashville, Tennessee, entitled Studies on the Self Concept. The review focused on the implications of the self concept relative to delinquency, psychopathology, performance, self-actualization, and other correlates of the self concept. It demonstrated that the self concept is an important variable in human behavior and that, in general, and other things being equal, positive self concepts lead to positive behavior and negative self concepts lead to negative behavior. In closing this section of the literature review, the following quotation is most appropriate in showing the support that the Dede Wallace research efforts provides for the purpose of this study:

Thus there is evidence that the self concept, as measured by the TSCS, is a valid criterion of mental continuum. People, who by other criteria are considered superior in personal adjustment and personality integration, show the following self concept differences compared with people in general: (1) Self-esteem is higher, or more positive, in all areas of self-regard. (2) Self-regard is less variable across the various subselves. (3) Self-perceptions are more internally consistent containing little contradiction or dissonance. (4) Few deviant, especially acquiescent, response sets are employed in self concept definition. (5) Self concepts are more clearly differentiated. (6) Greater personality strengths and fewer deviant features are shown.¹

Summary

The purpose of this study was to investigate the relationship between self concept and organizational concept

¹Fitts, Self Concept and Psychopathology, Monograph 4, p. 2.

and the effects of their relative congruence on organizational participation and work performance.

This chapter has provided an interdisciplinary review of literature, summarized as follows.

The literature relative to General Management and Organizational Theory emphasized the problems of organizations and showed, as a solution, a consideration for the self-development of individuals on the basis that as self-development occurs within individuals, then they can act as catalysts for positive change within organizations.

The literature relative to General Psychology, Guidance and Counseling, and Educational Theory discussed behaviorism as an opposing viewpoint to self-psychology. Then, in contrast, it presented a discussion of the importance attached to self concept as a human variable relative to identity formation, responsible action, and mental health. It then demonstrated the interacting effects of self concept relative to behavior through a discussion of role performance, motivation, and occupational choice, and philosophically pointed out that by knowing one's self, one can choose one's direction.

The literature relative to Social/Organizational Psychology and Group Dynamics demonstrated the complexities of interaction between people-to-people and people-to-task situations and added emphasis to the importance of the role of self concept relative to task performance.

The literature relative to The Field of Self-

Psychology provided an overview for the history of self-psychology, its major contributors, and current efforts toward synthesis, which has led to the present state of the art of self concept research. This provided a theoretical grounding for the study and also offered insights into such particulars of self concept as self-esteem, self-control, and its implications for behavior, change, career, and work.

The literature relative to The Tennessee Self Concept Research Program discussed the research which has been generated relative to the relationship between self concept and delinquency, pathology, performance, and self-actualization. It demonstrated two of the guiding postulates for the study: (1) The self concept is a good index of mental health and self-actualization, and (2) the more optimal the self concept, the more optimal will be the behavior, other things being equal.

It is especially important to note the "other things being equal" clause of the above postulate, since the literature indicated that self concept alone does not predict behavior, but when other things are equal, it has been demonstrated as an important variable. This supports the organizational concept relative to self concept portion of the problem; e.g., the congruence between self concept and organizational concept.

This chapter has grounded the problem and narrowed its theoretical framework. Also, throughout this literature review, no similar studies were found that fit the concep-

tualization of this problem, thus providing additional justification for the need of this study.

Chapter 3 will discuss the research design and methodology, including a statement of the problem, a discussion of the population and setting, and the selection of instruments, data gathering procedures, and data analysis procedures.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This chapter will provide an overall view of the research design and methodology and its concomitant procedures which have been developed to meet the objectives of this study. It will also describe the design of the study, its population, the activities required to prepare for data analysis, a review of how the data collecting instruments were developed and selected, and a discussion of the procedure used in gathering the data and the attendant data analysis procedures.

The Problem Restated

In order to focus this chapter, a restatement of the problem is in order:

WHAT IS THE RELATIONSHIP BETWEEN SELF CONCEPT
AND ORGANIZATIONAL CONCEPT AND THE EFFECTS OF
THEIR RELATIVE CONGRUENCE ON ORGANIZATIONAL
PARTICIPATION AND WORK PERFORMANCE?

Design of the Study

The design of the study is an adaptation of the

"One-Group Ex Post Facto Design," discussed by Kerlinger¹ and expressed symbolically as:

$$\textcircled{X} \quad Y$$

The uncontrolled independent variable, $\textcircled{X}$, represents the conceptual state of each subject, which is the result of the interacting effects of the two independent variables--self-concept and organizational concept. The dependent variable, Y, represents behavioral output, which is both organizational participation and work performance.

Overview of the Setting, Population, and Process

The setting for this study was a medium-sized mid-western manufacturing company employing over 240 personnel. The structure of the company is hierarchal, the climate is people-oriented, and the organization is presently experiencing growing pains from rapid expansion which is manifest in personal growth problems of the employees.

The population investigated consisted of twenty front-line supervisors, representing a sample of a functioning organization. Each subject agreed to participate in the research, and each subject had at least one year of experience and a demonstrated competence.

The rationale for studying this sample was based on the assumption that the front-line supervisors in this company are in the best position and have the most opportunity

¹Fred N. Kerlinger, Foundations of Behavioral Research, 2nd ed. (New York: Holt, Rinehart & Winston, 1964), p. 317.

to exercise activities in both organizational participation and work performance. Also, by using subjects with one year of experience and a demonstrated competence, those who did not have time to form an organizational concept and/or learn the job were eliminated.

The process utilized an ex post facto field study approach and employed an air of openness between the investigator and each subject. All subjects were interviewed, made aware of the purpose of the study, and guaranteed confidentiality.

In addition to the foregoing, it was emphasized that no deceit would be used in any form whatsoever and that each subject would receive counseling based on the results of the investigation to help him improve and grow according to his own desires.

As a result of the foregoing, cooperation and rapport was ongoing throughout the entire study.

Activities Antecedent to Collection and Analysis of Data

Prior to the collection and analysis of data, the following activities listed in chronological order were carried out:

1. Principal executives of the subjects' company were interviewed to determine organizational structure and climate as well as to establish criteria for sample selection, confidentiality, and use of data for individual employee improvement

2. Subjects were interviewed in order to explain the study, determine agreement for participation, and establish initial rapport
3. Criteria were developed for measurement of organizational concept, organizational participation, work performance, and self concept
4. Independent judges were interviewed in order to develop the criteria and the content validity of instruments used to measure organizational concept, organizational participation, and work performance
5. Instruments were designed and developed to measure organizational concept, organizational participation, and work performance
6. A self concept measuring instrument was selected
7. Independent raters for organizational participation and work performance were interviewed in order to explain the instruments' rating procedures
8. Computer programmers were interviewed in order to select a consultant and a computer system to aid in data analysis
9. ERIC descriptors were reviewed and an ERIC search of literature was initiated
10. The Cincinnati Main Library, the University of Cincinnati Library, and Xavier University Library were visited in order to determine facilities and librarian assistance for literature review

11. A research proposal was developed and presented for approval to the resident advisor during Walden University's 1974 summer session
12. A meeting was held with the doctoral research advisor in order to determine agreement with the proposal and the research procedures

Selection and Development of Interview Schedule
to Measure Organizational Concept

The objective. The objective of this instrument was to provide a guide for a nondirective structured interview, using open-ended questions to elicit a subject's feelings toward those aspects of an organization identified as relevant to the conceptualization of an organization.

The rationale. The rationale for this instrument and the interview procedure was based on the assumption that a subject will be less defensive and reveal his true feelings toward an organization when (1) he is in a nondirective setting with established rapport, (2) the interview is guided to elicit feeling responses to open-ended questions, (3) he is cognizant of his opportunity to use the results of the interview to help him personally, and (4) he is assured of the confidential nature of the interview results.

The development procedures. The procedures used in the development of this instrument are listed chronologically as follows:

1. An item pool of sixty factors was obtained by interviewing fifty subjects (not a part of this study) and asking

them to list those areas of an organization which contribute to their idea of what an organization is and toward which they had strong feelings

2. Item analysis of the sixty factors yielded twenty-two factors on which all fifty subjects agreed
3. The twenty-two factors related to feelings toward five general areas of the organization:
 - a) The organization as a whole
 - b) The management
 - c) The supervision
 - d) The job
 - e) The subject's personal progress
4. The factors were arranged into twenty-two open-ended questions under the five general headings so as to measure a subject's positive, negative, or neutral feelings toward each factor
5. The final instrument was pretested with a jury of five independent company executives for agreement relative to content validity and ease of understanding

The interview procedure. Guidelines for the interview procedure consisted of the following:

1. The climate should be accepting
2. The process should be nondirective
3. The relationship should be a true counseling relationship based on mutual trust and confidentiality
4. The goals of the interview should consist of helping the subject as well as gathering information

5. The interpretation of responses requires an evaluation of the cognitive and affective dimensions of a subject's responses in order to determine if his feelings are positive, negative, or neutral, according to the following criteria:

- a) Positive responses are characterized by openness, honesty, and sincerity. A subject may have a valid criticism and, if it is constructive, it would then also be positive
- b) Neutral responses are simply those areas where a subject cannot or will not respond
- c) Negative responses are characterized in two ways:
 - (1) The straightforward, "I don't like" type
 - (2) The critical, hostile, reluctant, and fault-finding type

6. Interviewer bias was controlled by determining who a subject's significant peer was, obtaining permission to interview him, and then conducting the interview relative to the same instrument and procedures. The results of both interviews were combined and averaged to obtain the final rating score

Scoring. The scoring consisted of weighting the responses: Positive = 3 points; Neutral = 2 points; and Negative = 1 point. The results are summed; thus providing a range for the instrument of 22 to 66 points, which are broken down into the following four organizational concept categories:

Positive Concept	56-66 points
Neutral/Positive Concept	45-55 points
Negative/Neutral Concept	34-44 points
Negative Concept	23-33 points

Refer to appendix B for the complete format of the interview schedule for organizational concept.

Selection of a Self Concept Measuring Instrument

Originally it was decided that self concept would be measured by using a self-ideal discrepancy score, as advocated by Gough and Heilbrun, utilizing the Adjective Check List.¹ However, after use of the ACL, the results were found to be unusable due to the vocabulary deficiencies of the subjects and their consequent test resistance.

The Tennessee Self Concept Scale, known as the TSCS,² was then selected and administered to the subjects. The selection of this instrument also prompted additional research and served as a principal part of this study, as pointed out in chapters 1 and 2.

Description of instrument. The TSCS is a self-report inventory consisting of one hundred self-descriptive statements which the subject uses to portray his own concept of himself. Each statement is ranked by the subject along a

¹Harrison G. Gough and Alfred B. Heilbrun, Jr., The Adjective Check List Manual (Palo Alto, Calif.: Consulting Psychologists Press, 1965), pp. 18-19.

²Fitts, Tennessee Self Concept Scale (Manual).

continuum from "completely true" to "completely false." The results present a self concept profile consisting of thirty-one variables. (See appendix A.)

The objective. The objective in selecting the TSCS was twofold: (1) to obtain a more complete self concept picture than had been provided by using a self-ideal discrepancy method, and (2) to provide an instrument that would be acceptable and easily understood by the subjects.

Selection procedure and pretesting. Selection of this instrument was based on an evaluation of a sample kit and then a pretest of the instrument, using five subjects (not a part of this study). The results of this procedure indicated that the test was easily understood, nonthreatening, and yielded comprehensive data in terms of the variables of the self concept.

An additional reason for selecting the TSCS was the fact that it represented a full research program on the self concept which had generated many research reports. This program and its relevant research has validated the TSCS in a way that is more consistent than any other instrument known to the investigator.

The rationale. The rationale for the TSCS is based on Fitts' hypothesis: "In general and other things being equal, the more optimal the individual self concept the more effectively he will function"¹ and his subsequent

¹Fitts, Self Concept and Performance, Monograph 5, p. 4.

operational definition of an optimal self concept in terms of the many variables of the TSCS.

This hypothesis would therefore predict that, in general, a relationship would be demonstrated in this study between level of self concept and other criteria.

One difficulty encountered was that the TSCS includes so many variables, some of which are vulnerable to defensive distortion, that it is difficult to classify individual TSCS profiles into clear levels of overall adjustment.

In order to overcome this problem, Fitts has devised a summary score termed Self-Actualization (SA).¹ This SA Score serves as a balance sheet for all other features of the self concept and therefore combines all assets and liabilities into a single variable. In this process it converts two opposite types of deviation on the TSCS (low deviancy and high deviancy, or defensive distortion) into a single dimension which facilitates further analysis.

Scoring. With this rationale in mind, the Self-Actualization Score was selected as the final measurement of self concept, as defined in chapter 1.

Refer to appendix A for sample profile, condensed explanation of scores, and sample questions of the TSCS.

Selection and Development of Organizational Participation Evaluation Form

The objective. The objective of this instrument was

¹Fitts, The Self Concept and Psychopathology, Monograph 4, p. 123.

to provide an objectively quantified measurement of organizational participation as differentiated from work performance.

The rationale. The rationale for this instrument was based on the assumption that individuals will display a variety of behavioral styles in their approach to organizational participation.

The development procedure. The procedures used in the development of this instrument are listed chronologically as follows:

1. An item pool of forty organizational participation factors was developed from the literature and the operating philosophy of the subject company
2. Twenty factors were selected from this item pool on the basis of full agreement by a jury of five independent company executives relative to the relationship of each factor to organizational participation
3. A rating system was developed consisting of six behavioral styles considered typical in the organization by five independent judges
4. A pretest was conducted with a jury of five independent company executives to determine content validity and ease of understanding. Final acceptance of the factors and ratings was accomplished when all judges were in agreement

Final format and scoring. The final format consisted of twenty organizational participation factors and six

behavioral styles. The behavioral styles related to three active styles, weighted 4 through 6, and three complacent styles, weighted 1 through 3. Final scores were obtained by summing all categories. The range of the instrument was from 20 to 120 points, with scores of 20-79 representing complacent organizational participation and scores of 80-120 representing active organizational participation.

Rating procedure. The rating procedure consisted of the following:

1. Three independent raters with knowledge of each subject's organizational participation were chosen to rate each subject
2. They were instructed to rate only demonstrated behavior, not personality
3. They were instructed to rate only one factor for all twenty subjects at one time before proceeding to the second factor. This was done to minimize any "halo" effect in rating
4. The three ratings were then combined and averaged to produce the final score to compensate for rater bias

Refer to appendix C for the complete format of the organizational participation evaluation form.

Selection and Development of Work Performance Evaluation Form

The objective. The objective of this instrument was to provide an objectively quantified measurement of work performance as differentiated from organizational partici-

pation.

The rationale. The rationale for this instrument was based on the assumption that individuals will display a variety of behavioral styles in the performance of their work, ranging from a level of unacceptability to superior.

The development procedure. The procedures used in the development of this instrument are listed chronologically as follows:

1. An item pool of fifty work performance factors was developed from the subjects' job description and the operating policies of the organization
2. Twenty factors were selected from this item pool on the basis of full agreement by a jury of five independent company executives relative to the relationship of the factors to work performance
3. A rating system was developed consisting of six behavioral styles considered typical of work performance by five independent judges
4. A pretest was conducted with a jury of five independent company executives to determine content validity and ease of understanding. Final acceptance of the factors and ratings was accomplished when all judges were in agreement

Final format and scoring. The final format consisted of twenty work performance factors and six behavioral ratings. The behavioral styles consisted of three acceptable styles, weighted 4 through 6, and three unacceptable styles,

weighted 1 through 3. When all values are summed, they provide a scoring range of 20 to 120 points. Scores of 20-79 represent substandard work performance and scores of 80-120 represent acceptable work performance.

Rating procedure. The rating procedure consisted of the following:

1. Three independent raters with knowledge of each subject's work performance were chosen to rate each subject
2. They were instructed to rate only demonstrated behavior, not personality
3. They were instructed to rate only one factor for all twenty subjects at one time before proceeding to the second factor. This was done to minimize any "halo" effect in rating
4. The three ratings were then combined and averaged to produce a final score in order to guard against rater bias

Refer to appendix D for the complete format of the work performance evaluation form.

Data Collection Procedure and Time Frame

One of the important considerations in the strategy of this study was to collect data on a time-controlled impact basis so that measurement of all variables could be done within a time span that would preclude contamination of the relationship between variables. It was decided that a three-month time frame would suffice.

The following represents the data collection procedure and the relative time frame.

August to mid-September. All twenty subjects were interviewed to determine organizational concept and then given the self concept test. The procedure allowed two hours per subject; e.g., fifteen minutes was allowed for structure and rapport building, one hour for the interview, and forty-five minutes for testing.

The interview was conducted in a private setting with no interruptions allowed. Each subject responded well to rapport and structure and all were fully cooperative.

Prior to administration of the self concept test, each subject was again apprised of the fact that the results were confidential and would be used to assist him in his personal development goals, emphasizing that honest reporting would benefit him and, regardless of the results, could not work to his detriment.

Following the interviews and with the foregoing statement in mind, each subject was given an individually administered self concept scale by the investigator's associate. (Note: During this initial period, the ACL was administered with the results eventually proving unfruitful.) The results were sent to National Computer Systems for scoring, and when returned were kept by the investigator's associate in order to avoid biasing the interpretation of the interviews.

During the time period that the subject was being

administered the self concept test, the investigator recorded and scored the organizational concept as derived from the interview.

August. Concurrently, during the interviews all subjects were evaluated by three independent judges on work performance and organizational participation, the procedure consisting of instructing each judge to rate each subject according to the directions described in the development of the rating scale.

After the evaluation, all forms were returned to the investigator's associate for scoring. Results were not released to the investigator in order to reduce bias.

Mid-September to October. During the initial interviews, each subject's significant peer was determined and permission was obtained from the subject to interview the significant peer for corroboration of the investigator's perception of the subject's organizational concept. During this period the significant peer was contacted and interviewed, first with regard to his willingness to discuss the subject and then to record his perception of the subject's organizational concept so that confirmation or disconfirmation of the investigator's interpretation could be determined.

Immediately after the interview with the significant peer, the investigator scored the organizational concept for the subject relative to this specific interview.

October. During this period, it was determined that

the ACL was unusable. The TSCS was ordered, investigated, and then administered to each subject on an individual basis.

November and months following. In the months following October, data analyses were begun, along with a final review of literature.

February. At the end of February, the investigator visited Dr. William Fitts at the Dede Wallace Research Center in Nashville, Tennessee, to discuss the progress of research and gain further insight into interpretation of the thirty-one variables of the TSCS.

Analysis Procedures

Data for the study was completed and analyzed by the following procedures:

1. All data on organizational concept, both from the interview with the subject and the subject's significant peer, was recorded and scored by the investigator
2. All data for the TSCS was scored and profiled by the investigator's associate
3. All data for organizational participation and work performance was scored by the investigator's associate
4. All data was developed into a format for data processing

Pursuant to the above, arrangement was made with the University of Cincinnati for computer time to perform the data analyses.

The SPSSH (Statistical Package for the Social

Sciences) computer program was used to compute Pearson product-moment correlation coefficients, t tests, analysis of variance, F tests, and specific group means and standard deviations reported in the study.

Summary

This chapter discussed the research design and methodology of the study, including the setting, population, instruments, procedures, and analyses of data. Chapter 4 will discuss the findings.

CHAPTER IV

FINDINGS

The purpose of the study was to investigate the role of self concept and organizational concept and the effects of their relative congruence on organizational participation and work performance. This chapter presents the findings.

Selected instruments measured twenty subjects for thirty-one variables of self concept (see appendix E) and rated twenty subjects for organizational concept (see appendix F), organizational participation (see appendix G), and work performance (see appendix H).

Hypothesis 1

The hypothesis. There is a significant positive relationship between a subject's self concept and organizational concept. This hypothesis, along with the rationale for the selection of the TSCS, as discussed in chapter 3, predicted that there would be a positive relationship between the Self-Actualization Score (SA) and other variables of the study. Table 2 rank orders the twenty subjects according to their Self-Actualization Score based on the following criteria:

1. Average SA Scores = scores above one-half standard deviation below the mean
2. Low average SA Scores = scores between one standard deviation and one-half standard deviation below the mean
3. Low SA Scores = scores more than one standard deviation below the mean¹

TABLE 2

SELF-ACTUALIZED SCORES FOR AVERAGE, LOW AVERAGE, AND LOW (SA) GROUPS COMPARED TO ORGANIZATIONAL CONCEPT (OC) ORGANIZATIONAL PARTICIPATION (OP) AND WORK PERFORMANCE (WP)

	SA	OC	OP	WP
Average SA Group				
S ₁	56.0	62.5	106.7	104.0
S ₂	50.0	60.0	82.7	82.7
S ₁₉	45.0	25.0	31.0	49.7
S ₁₆	34.0	66.0	82.7	81.0
S ₃	26.0	31.0	68.3	74.3
S ₄	23.0	45.0	81.0	84.7
S ₁₄	19.0	55.0	84.7	80.7
S ₇	19.0	39.0	54.3	65.0
S ₈	18.0	64.0	91.7	91.7
S ₆	17.0	55.5	80.3	70.0
S ₂₀	17.0	29.5	57.3	62.3
Total	324.0	532.5	820.7	846.1
Mean	29.5	48.4	74.6	76.9

¹Personal communication with Dr. Fitts for classification of Self-Actualization Scores, as standardized data were not reported in the Manual, 7 March 1975.

TABLE 2--Continued

	SA	OC	OP	WP
Low Average SA Group				
S ₁₂	13.0	64.0	92.3	91.7
S ₅	12.0	63.0	88.3	84.0
S ₁₅	10.0	30.0	62.7	70.3
S ₁₀	7.0	57.0	80.7	81.7
S ₁₁	6.0	55.0	81.7	81.0
Total	48.0	269.0	405.7	408.7
Mean	9.6	53.8	81.1	81.7
Low SA Group				
S ₉	3.0	53.5	80.7	81.3
S ₁₃	3.0	36.0	65.7	71.7
S ₁₇	-34.0	32.0	64.3	64.0
S ₁₈	-40.0	29.5	66.0	76.0
Total	-68.0	151.0	276.7	293.0
Mean	-17.0	37.8	69.2	73.3

Table 2 indicates that the other variables--organizational concept, organizational participation, and work performance--did not follow the predicted order. Thus, the general hypothesis regarding self concept and other variables is partially disconfirmed. However, it is also partially confirmed in the sense that subjects who exceeded a general minimum of one standard deviation below the mean on the SA Score showed better results on all other criteria. Also, table 2 shows that the low average SA group scored higher on the other criteria than the average SA group.

This suggests that organizational participation and work performance are clearly dependent upon more than self-actualization as indicated in the subsequent hypothesis.

In order to examine the relationship between the variables of the TSCS--organizational concept, organizational participation, and work performance--a Pearson product-moment correlation between variables for the total group was performed (see table 3).

Table 3 indicates also that hypothesis 1 was partially confirmed. Out of the thirty-one variables measured by the TSCS, fifteen variables had a significant correlation to organizational concept. One had a significant correlation to organizational participation. None had a significant correlation to work performance. This suggests that in this study self concept alone does not predict the degree of organizational participation or work performance. It does partially predict organizational concept.

Examination of table 3 indicates a significant negative correlation between organizational concept and the TSCS variables of self-esteem, D, 5, 1, GM, and NDS. Table 3 also indicates a significant positive correlation between organizational concept and the TSCS variables of 4, 3, 2, and PI. This data suggests that subjects with a low or negative organizational concept will have self concepts characterized by high self-esteem, extreme certainty of self, narrow responses in self-description, a deviant nature, and functioning at a low level of psychological

TABLE 3

PEARSON PRODUCT-MOMENT CORRELATION COEFFICIENTS
BETWEEN VARIABLES FOR TOTAL GROUP

Variables	Organizational Concept	Organizational Participation	Work Performance
Self-Crit.	-.046	-.019	.178
T/F	-.152	-.006	.010
Net Conf.	-.277	-.095	.098
Tot. Conf.	-.276	-.298	-.225
Tot. P	-.506*	-.288	-.251
Row 1	-.505*	-.239	-.177
" 2	-.407	-.290	-.261
" 3	-.499*	-.247	-.226
Col. A	-.582**	-.353	-.288
" B	-.497*	-.334	-.279
" C	-.458*	-.289	-.290
" D	-.279	-.121	-.085
" E	-.428	-.165	-.159
Tot. Var.	-.181	-.098	-.045
Col. Var.	-.103	-.054	-.016
Row Var.	-.245	-.135	-.076
D	-.706***	-.413	-.327
5	-.751***	-.434	-.344
4	.757***	.474*	.391
3	.555*	.329	.259
2	.592**	.308	.231
1	-.637**	-.388	-.300
DP	-.279	-.110	-.105
GM	-.521*	-.268	-.231
PSY	.249	.205	.109
PD	-.415	-.274	-.280
N	-.404	-.180	-.175
PI	.532*	.325	.348

TABLE 3--Continued

Variables	Organizational Concept	Organizational Participation	Work Performance
NDS	-.479*	-.275	-.248
NIS	.089	.007	.113
SA	.346	.175	.219
Org. Con.		.868***	.786***
Org. Part.	.868***		.950***
Work Perf.	.786***	.950***	

*Significant @ .05 level

**Significant @ .01 level

***Significant @ .001 level

integration. Subjects with a high or positive organizational concept will have self concepts characterized by average to low self-esteem, less certainty of self, broader responses in self description, a nondeviant nature, and functioning at a high level of psychological integration.

The results presented in tables 2 and 3, as well as the subsequent hypotheses, confirmed the need for a formula to combine the two independent variables--self concept and organizational concept--into a single variable--conceptual state--in such a way as to reflect two things: (1) the positive/negative level of each, and (2) the congruence between the two. Accordingly, the following formula was developed: (Self Concept + Organizational Concept) + (Organizational Concept - Self Concept) = Conceptual State, expressed as $(SC + OC) + (OC - SC) = CS$.

Pursuant to this formula, self concept will be measured by the SA scores. Table 4 illustrates the weights assigned to the range of SA scores and the range of organizational concept (OC) scores.

TABLE 4

ASSIGNMENT OF WEIGHTS TO SELF CONCEPT AND ORGANIZATIONAL CONCEPT TO CALCULATE CONCEPTUAL STATE FORMULA

	Weight 3	Weight 2	Weight 1
	Positive Group	Neutral/ Positive Group	Negative Group
SA range	56-17	13-6	3-(-40)
OC range	66-56	55-45	44-23

The rationale for this formula and its respective weights is based on the following:

1. The self concept has already been classified according to its SA score which takes into account the congruence and the positive/negative nature of the self concept (see table 2). The SA scores presented divided naturally into three groups according to their normative distribution from the mean. Thus, the rating--high group = 3, middle group = 2, and low group = 1
2. Table 5 shows a rank order of organizational concept scores, which also divides into three groups according to the scoring categories described in chapter 3. Thus, the rating--high group = 3, middle group = 2, and low

TABLE 5

RANK ORDER OF SUBJECTS BY ORGANIZATIONAL CONCEPT SCORES

	Subjects	Scores		
<u>High Group</u>	S ₁₆	66.0		
	S ₈	64.0		
	S ₁₂	64.0		
	S ₅	63.0		
	S ₁	62.5		
	S ₂	60.0		
	S ₁₀	57.0		
		Total 436.5	Mean 62.4	
<u>Middle Group</u>	S ₆	55.5		
	S ₁₄	55.0		
	S ₁₁	55.0		
	S ₉	53.5		
	S ₄	45.0		
		Total 264.0	Mean 52.8	
<u>Low Group</u>	S ₇	39.0		
	S ₁₃	36.0		
	S ₁₇	32.0		
	S ₃	31.0		
	S ₁₅	30.0		
	S ₁₈	29.5		
	S ₂₀	29.5		
	S ₁₉	25.0		
		Total 252.0	Mean 31.5	

group = 1

3. Primary weight was assigned to the organizational concept component of the formula on the assumption that in this way true congruence between self concept and organizational concept would be measured. This assumption is based on the "other things being equal" clause of Fitts' hypothesis discussed in chapter 3 and restated as follows: "In general and other things being equal, the more optimal the individual self concept the more effectively he will function"

The foregoing reasoning is based on the evidence presented in table 2, which shows a positive correlation between organizational concept and the variables of organizational participation and work performance at the .001 level of significance.

Pursuant to the foregoing, all subjects were analyzed according to this formula and compared to the variables of organizational participation and work performance (see table 6). Analysis of this table shows that the subjects divided into the following three groups:

High group: Subjects with a positive conceptual state, indicated by a score of 6.

Middle group: Subjects with a neutral/positive conceptual state, indicated by a score of 4.

Low group: Subjects with a negative conceptual state, indicated by a score of 2.

TABLE 6

A COMPARISON OF ORGANIZATIONAL PARTICIPATION AND WORK
 PERFORMANCE ACROSS 3 GROUPS: HIGH, MIDDLE
 AND LOW ON THE COMBINATION CRITERION OF
 $(SC + OC) + (OC - SC) = CS$

(SC+OC)+(OC-SC)=CS					Organizational Participation	Work Performance
High Group						
S ₁	3 + 3	+	0	= 6	106.7	104.0
S ₂	3 + 3	+	0	= 6	82.7	82.7
S ₅	2 + 3	+	1	= 6	88.3	84.0
S ₈	3 + 3	+	0	= 6	91.7	91.7
S ₁₀	2 + 3	+	1	= 6	80.7	81.7
S ₁₂	2 + 3	+	1	= 6	92.3	91.7
S ₁₆	3 + 3	+	0	= 6	82.7	81.0
Total					625.10	616.80
Mean					89.29	88.10
S.D.					8.94	8.33
Middle Group						
S ₄	3 + 2	-	1	= 4	81.0	84.7
S ₆	3 + 2	-	1	= 4	80.3	70.0
S ₉	1 + 2	+	1	= 4	80.7	81.3
S ₁₁	2 + 2	+	0	= 4	81.7	81.0
S ₁₄	3 + 2	-	1	= 4	84.7	80.7
Total					408.40	397.70
Mean					81.67	79.53
S.D.					1.75	5.57

TABLE 6--Continued

(SC+OC)+(OC-SC)=CS					Organizational Participation	Work Performance
Low Group						
S ₃	3+1	-	2	=2	68.3	74.3
S ₇	3+1	-	2	=2	54.3	65.0
S ₁₃	1+1	+	0	=2	65.7	71.7
S ₁₅	2+1	-	1	=2	62.7	70.3
S ₁₇	1+1	+	0	=2	64.3	64.0
S ₁₈	1+1	+	0	=2	66.0	76.0
S ₁₉	3+1	-	2	=2	31.0	49.7
S ₂₀	3+1	-	2	=2	57.3	62.3
Total					469.60	533.30
Mean					58.71	66.66
S.D.					12.13	8.47

As a result, table 6 provides data to examine hypotheses 2 through 5.

Hypotheses 2 and 4

Hypothesis 2. Subjects with a positive conceptual state will exhibit active participation within the organization.

Hypothesis 4. Subjects with a negative conceptual state will exhibit complacent participation within the organization.

Analysis of table 6 further indicates that both positive groups participated at the active level within the organization (OC scores above 80) and that the negative

group's participation was at the complacent level (OC scores below 79).

Table 7 confirms these findings by presenting a summary of the group means and standard deviations.

TABLE 7

ORGANIZATIONAL PARTICIPATION MEANS AND STANDARD DEVIATIONS FOR HIGH, MIDDLE, AND LOW GROUPS

	High Group N=7	Middle Group N=5	Low Group N=8
Mean	89.29	81.67	58.71
S.D.	8.94	1.75	12.13

Table 8 confirms the hypotheses in a one-way analysis of variance which shows a difference between the high, middle, and low groups at the .01 level of significance on the variable of organizational participation.

TABLE 8

SUMMARY OF THE ONE-WAY ANALYSIS OF VARIANCE OF THE HIGH, MIDDLE, AND LOW GROUPS ON ORGANIZATIONAL PARTICIPATION

	Sum of Squares	DF	Mean Square	F Ratio	Signifi- cance
Between groups	3974.2852	2	1987.1426	23.0369	.01
Within groups	1466.4065	17	86.2592		
Total	5440.6914	19			

In a comparison of significant differences between groups on the variable of organizational participation, table 9 shows no significant difference between the high and middle groups. It shows a difference between the middle and low groups at the .002 level of significance and between the high and low groups at the .001 level of significance.

In view of the above statistical findings, the stated hypotheses 2 and 4 have been accepted as statistically significant, thereby rejecting the null hypotheses.

TABLE 9

COMPARISON OF SIGNIFICANCE BETWEEN GROUPS ON ORGANIZATIONAL PARTICIPATION USING PAIRED COMPARISON t TESTS

Group	N	Mean	S.D.	t Value	DF	Signifi- cance
High	7	89.29	8.94	1.85	10	.093
Middle	5	81.67	1.75	. . .	. .	
Middle	5	81.67	1.75	4.14	11	.002
Low	8	58.71	12.13	. . .	. .	
High	7	89.29	8.94	5.48	13	.001
Low	8	58.71	12.13	. . .	. .	

Hypotheses 3 and 5

Hypothesis 3. Subjects with a positive conceptual state will exhibit acceptable work performance.

Hypothesis 5. Subjects with a negative conceptual state will exhibit substandard work performance.

Analysis of table 6 indicates that the middle positive

group exhibited work performance above the mean of 79, which is borderline to the cutoff point of 80. One subject, S_6 , scores below this cutoff point; however, the high positive group scored significantly above the cutoff point of 80, and the negative group scored significantly below.

Table 10 further confirms these findings by presenting a summary of the group means and standard deviations for work performance.

TABLE 10
WORK PERFORMANCE MEANS AND STANDARD DEVIATIONS
FOR HIGH, MIDDLE, AND LOW GROUPS

	High Group N=7	Middle Group N=5	Low Group N=8
Mean	88.10	79.53	66.66
S.D.	8.33	5.57	8.47

Table 11 confirms the hypotheses in a one-way analysis of variance which shows a difference between the high, middle, and low groups at the .01 level of significance on the variable of work performance.

In a comparison of significant differences between groups on the variable of work performance, table 12 shows no significant difference between the high and middle groups. It shows a difference between the middle and low groups at the .012 level of significance and between the high and low groups at the .001 level of significance.

TABLE 11

SUMMARY OF THE ONE-WAY ANALYSIS OF VARIANCE OF THE
HIGH, MIDDLE, AND LOW GROUPS ON
WORK PERFORMANCE

	Sum of Squares	DF	Mean Square	F Ratio	Signifi- cance
Between groups	1745.4705	2	872.7351	14.2363	.01
Within groups	1042.1626	17	61.3037		
Total	2787.6331	19			

TABLE 12

COMPARISON OF SIGNIFICANCE BETWEEN GROUPS ON WORK
PERFORMANCE USING PAIRED COMPARISON t TESTS

Group	N	Mean	S.D.	t Value	DF	Signifi- cance
High	7	88.10	8.33	1.99	10	.075
Middle	5	79.53	5.57	. . .	. .	
Middle	5	79.53	5.57	2.99	11	.012
Low	8	66.66	8.47	. . .	. .	
High	7	88.10	8.33	4.93	13	.001
Low	8	66.66	8.47	. . .	. .	

Self Concept Analysis

Figure 1 and appendix I provide analyses of the TSCS self concept variables that are significantly different between groups. There were no TSCS variables that differentiated significantly between the high and middle groups.

Tennessee Self Concept Scale

PROFILE SHEET

Clinical and Research Form
Published by
COUNCIL ON EDUCATIONAL AND TESTS
804 E. ASHLEY ST.
NASHVILLE, TENN 37203

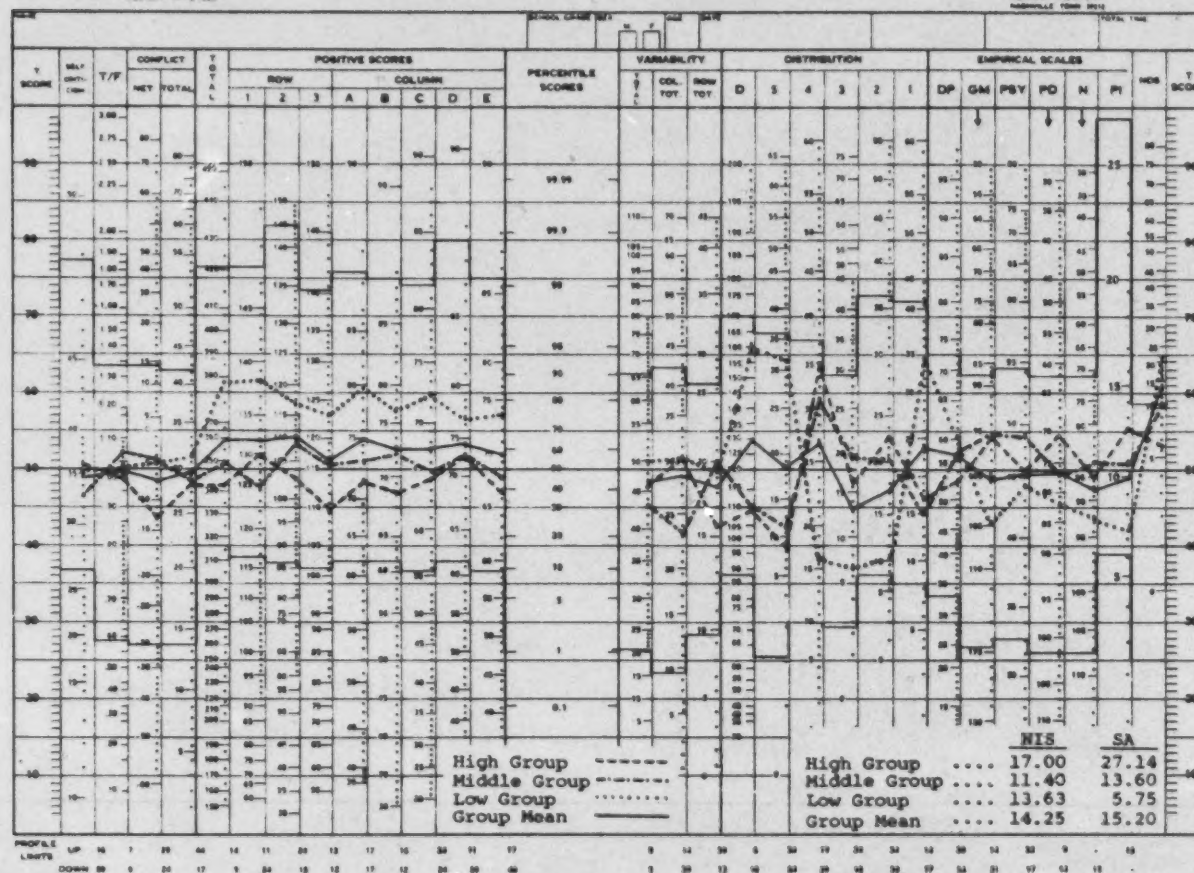


Fig. 1. TSCS mean scores: high, middle, low, and total group.

There were six TSCS variables that differentiated between the middle and low groups at a .05 level of significance or better. They were the Row 1, D, 5, 4, 3, and 1 scores.

There were thirteen TSCS variables that differentiated between the high and low groups at a .05 level of significance or better. They were the P, Rows 1 and 3, Columns A, C, and D, all Distribution, Gm, and PI scores.

These findings suggest that the self concept profiles of the positive groups (high and middle) were characterized by average self-esteem, low but not deviant self-certainty, a wide use of response categories in self-description, and a high degree of psychological integration.

In contrast, the negative (low) group had self concept profiles characterized by high self-esteem, extreme and almost deviant certainty of self, a very narrow use of responses to self-description, and a low level of psychological integration.

In addition to the above, there were findings that did not attain statistical significance but did provide practical information important to self concept interpretation. Figure 1 shows the NDS profile and the NIS and SA scores for all three groups. These scores convert the entire profile into a final measure of deviancy, integration, and self-actualization. All scores were in the direction predicted by self concept theory; e.g., the high and middle groups were better integrated, showed more self-actualization,

and contained less deviancy than the low group.

Figure 1 and appendixes J and K provide analyses of total and individual group means and standard deviations on the TSCS scores. The data shows that the total group scores tend to follow the norm in terms of the means and standard deviations. The data also indicates that each group had different types of score distributions relative to the norm and very different distributions in terms of standard deviations. The high group had generally smaller standard deviations than the middle and low groups. The middle group had generally smaller standard deviations than the low group. This indicates higher variability within groups in the lower conceptual state categories.

The Second Purpose

The second and more narrowly defined purpose of this study, as presented in chapter 1, was to validate the investigator's clinical judgement relative to identifying effective and ineffective people.

The statistical validation of this clinical judgement was purposefully not built into the design of this study. However, the findings presented in this chapter have provided insight into the relationship between conceptual states and behavior. This has served as a practical validation of the investigator's clinical judgement. Thus, information has been provided to develop a conceptual framework for a new investigation relative to this purpose.

Summary

In summary, this was a pilot study in magnitude. Twenty subjects were measured on thirty-one variables of self concept and rated according to organizational concept, organizational participation, and work performance. The statistical results demonstrated that there is not a full relationship between self concept and organizational concept but did demonstrate that the "other things being equal" clause of the self concept hypothesis is significant in terms of its relationship to organizational concept and the other variables.

The results also demonstrated a statistically significant relationship between organizational participation and work performance and the conceptual states as characterized by the positive/negative level and relative congruence of self concept and organizational concept.

Chapter 4 has presented the findings of the study. Chapter 5 contains a summary, conclusions, implications, and recommendations for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to analyze the role of self concept and organizational concept and the effects of their relative congruence on organizational participation and work performance.

Twenty first-line supervisors in a midwestern manufacturing company were interviewed and administered selected instruments to measure self concept, organizational concept, organizational participation, and work performance over a time frame of three months, utilizing an ex post facto field study methodology.

Subsequently, the total group was classified into three subgroups according to their conceptual states; e.g., positive, neutral/positive, and negative.

Means, standard deviations, and correlations of all variables were computed. A one-way analysis of variance was used for discriminate analysis of significance between groups, and t tests were used for discriminate analysis of variables between groups.

Conclusions

The following conclusions can be drawn from the findings of the study:

1. Organizational participation and work performance are dependent on more than the self concept as measured by the Self-Actualization Score of the TSCS which adds further weight to the "other things being equal" clause of Fitts' self concept hypothesis which states: "In general and other things being equal, the more optimal the individual self concept the more effectively he will function"
2. Organizational participation and work performance are dependent on the conceptual state
3. Active organizational participation and acceptable work performance are characterized by positive conceptual states which are (a) congruent at the positive level, or (b) slightly incongruent at the positive level
4. Complacent organizational participation and unacceptable work performance are characterized by negative conceptual states which are (a) congruent at the negative level, or (b) highly incongruent with varying degrees of both positive and negative components
5. The impact of incongruence within the conceptual states is relative to both its degree and direction. In general, the higher the degree of incongruence, the lower the behavior on both organizational participation and

work performance. The direction of the incongruence, in general, determines the emphasis of behavior; e.g., incongruence toward the organization generally provides a higher level of behavior on both organizational participation and work performance. Incongruence toward the self generally provides a lower level of behavior on both organizational participation and work performance

Implications

The following will suggest some implications of the study:

1. Further study should be conducted with larger and similar populations using the same procedures in order to validate these findings with greater statistical significance
2. Organizations should be cognizant of the effect that the human conceptual state has on organizational participation and work performance and should institute policies and procedures which assign proper perspective and importance to the conceptual state for the benefit of both the organization and its members
3. Organizations should implement programs employing screening measures which will determine the conceptual state of its employees
4. Organizations should develop procedures which include a consideration of the employees' conceptual state as an aid in the selection, promotion, and development process,

based on the following:

- a) Other things being equal, positive conceptual state employees should serve as good change agents, due to their high degree of organizational participation and demonstrated work performance
- b) The positive/neutral conceptual state employees could be helped to improve their organizational participation and work performance through an understanding of the nature of their conceptual state
- c) Negative conceptual state employees could be helped by understanding the reasons causing their poor organizational participation and work performance; e.g., high self-actualized employees could possibly be placed on jobs which are more compatible with their self-actualizing tendencies. Low self-actualized employees could receive guidance and counseling to aid them toward self-actualization. Employees who are negative because of their low organizational concept could be interviewed to determine if there is an organizational remedy for their low concept or whether or not they are misplaced in the organization

Recommendations for Further Study

As a result of this study, the following suggestions for further research are indicated:

1. A longitudinal study with the same population should be

repeated at one-year intervals to determine changes in the independent and dependent variables and changes in the interaction between variables

2. To assist the field of education, a similar study should be conducted within the organizational settings of educational institutions to see if the same forces are operating
3. A study should be instituted to determine the importance of the relationship of positively viewing not only organizational concept but other conceptual environments which would interact with the self concept, thus providing further insight into affective education
4. A study should be conducted to determine if the conceptual states exhibited in this study are present in other areas of life with the same relevant effects; e.g., family, social, political, etc.
5. A study should be devised to determine if subjects with negative conceptual states can be changed to positive conceptual states and then the effects of the subsequent behavior measured for overall impact
6. A study should be made to determine the cause of positive and negative self concepts, organizational concepts, and how they interact to produce a conceptual state of self to environment

APPENDIX A

146

132

* 0947-338X = \$17.00/yr.

[illegible]

Clinical and Research Form
PUBLISHED BY
COLLEGE MICROFILMS AND TESTS
SERIALS ACQUISITION
300 N. ZEEB RD.
ANN ARBOR MI 48106

[illegible]

TENNESSEE SELF CONCEPT SCALE
CONDENSED EXPLANATION OF SCORES

Self Criticism is a scale measuring defensiveness, openness, honesty in self-description and capacity for self-criticism. Low scores indicate defensiveness and high scores extreme self-criticism. The optimal range is in the middle or slightly above average.

True/False Ratio (T/F) is a measure of response set or the tendency to define the self by agreeing with the content of items rather than by rejecting them. An extreme tendency in either direction is deviant, but scores near or below the mean are preferable. Scores in this range indicate that the individual defines his self concept by the dual process of affirming what he is and rejecting what he is not with a slightly heavier emphasis on the latter process.

The Conflict Scores measure internal consistency in self-description or conflicting and contradictory self-perceptions. If a person affirms two contradictory statements about himself, or if he denies both, then his responses conflict with or contradict each other. The Net Conflict Score measures the directional trend of such conflict and the Total Conflict Score measures the total amount of conflict without regard to its direction. The optimal range for both of these scores is below the mean.

The Positive (P) Scores are measures of self-esteem or the positive-negative level of self-regard. The 90 items which contribute to these scores are divided into a 3 x 5 matrix consisting of three Row Scores (Row 1--Identity, Row 2--Self Satisfaction, and Row 3--Behavior) and five Column Scores (Col A--Physical Self, Col B--Moral-Ethical Self, Col C--Personal Self, Col D--Family Self, and Col E--Social Self). The Total Positive (Total P) Score, the overall measure of self-esteem, is derived by adding either the three Row Scores or the five Column Scores. High P Scores, on any of these measures, reflect high self-esteem and low scores indicate low self-esteem. Extreme scores in either direction are deviant, and the optimal range is above average but below a line falling at about the 97th percentile of the normal population.

The Variability (V) Scores reflect the variation in level of self-regard within each Column (Col V) and within each Row (Row V), the Total V Score being a summation of the other two subtotals. High V Scores indicate inconsistency, variation and lack of integration among the different sub-

selves. Scores below the norm are optimal and suggest internally consistent, well-integrated self concepts.

The Distribution (D) Scores are purely behavioral measures which describe the individual's approach to self-description apart from the content of his self-report. The number of "5" (Completely true), "4" (Mostly true), "3" (Partly true-Partly false), "2" (Mostly false) and "1" (Completely false) responses which he provides to the 100 test items are simply counted, recorded and treated like any other scores. Together these scores provide a picture of how the individual goes about defining his self concept. The D Score is a composite of the other five scores and, along with them, it enables us to see how certain or uncertain the person is about the self concept he is presenting. A high D Score, which occurs when most of the responses are "5s" and "1s," reflects a very definite and perhaps dogmatic or rigid picture that is sharply dichotomized into stark blacks and whites. A low D Score indicates a vague, uncertain self-image largely painted in shades of gray--a large number of "3" responses together with "4's" and "2's" and few strong commitments in the form of "5" and "1" responses. Well-integrated people tend to score near the mean on these scores. They produce more finely differentiated self-portraits through a balanced use of all five response categories.

The Empirical Scales, in contrast to the other scores, have no theoretical rationale but are based solely on empirical data--namely item analyses which utilize whatever cluster of test items that differentiates one group of people from other groups.

1) Defensive Positive (DP) Score. This is another measure of defensiveness or the effectiveness of psychological defenses. Psychologically disturbed and deviant people tend to have deviant scores on this measure--either very high, indicating positively distorted self concepts, or very low, reflecting a lack of normal defenses. Well-integrated people usually score near, or slightly above, the mean on DP.

2) General Maladjustment (GM) Score. This scale measures the kind of personal maladjustment characteristic of psychiatric patients. It reflects degree but not type of pathology. The GM raw scores are in reverse order--high scores mean low maladjustment and vice versa--but the scaling of these scores is also reversed on the TSCS Profile Sheet so that a high profile point for GM is interpreted as indicating high maladjustment.

3) Psychosis (Psy) Score. This scale is composed of items which best differentiate psychotic patients from patients with other psychiatric diagnoses and non-patients. A high score does not necessarily indicate that an individual is psychotic but means that he is describing his self concept in the same ways as psychotic patients describe theirs. Well-integrated people tend to score between the 10th and 50th percentiles on Psy.

4) Personality Disorder (PD) Score. This is an inverse scale, as is GM. A profile high on PD shows self concept similarity to people with one of the many types of personality disorder. Ideal scores on PD are those below the mean.

5) Neurosis (N) Scale. This inverse scale measures self concept similarity to people with various neuroses. High profile points on N indicate neurotic tendencies and often reflect anxiety and depression. Well-integrated people score below the mean on N.

6) Personality Integration (PI) Score. This score is a measure of personality strength--one's positive assets and resources. Deviant populations consistently score low on PI but all of the studies with well-integrated people show high PI Scores.

7) Number of Deviant Signs (NDS) Score. The NDS Score summarizes the deviant features in the self concept (scores exceeding the normal limits and deviant fluctuations in the profile) across all the scores. It is the best single index of psychopathology. High scores indicate deviant self concepts; well-integrated people have low NDS Scores.

Number of Integrative Signs (NIS) Score. The NIS is a counterpart to the NDS Score. NDS measures deviant features or weaknesses in the self concept while NIS measures strengths or signs of good personality integration. It is computed by counting the scores on the profile that fall within the optimal range as defined by the dotted lines in Figure 1. [This figure is shown in primary source.] (Three scores--Self Criticism, DP and PI--are given a double weighting in this count.) One advantage to this score is that, like the NDS Score, NIS is a variable which should relate to other variables in a simple linear fashion.

Self-Actualization (SA) Score. The NIS Score measures assets and the NDS Score measures deficits in the self concept but neither, individually, provides the total picture--the synthesis of strengths and weaknesses that reflect the

total person. The SA Score accomplishes this synthesis by combining the NIS and NDS raw scores in the formula:
 $SA = (2NIS) - (NDS)$. It is again a simple linear measure; the higher the score the better it is. It reflects position relative to self-actualization, and well-integrated persons score high on SA while the poorly adjusted score quite low.

SOURCE: William H. Fitts, The Self Concept and Performance, Studies on the Self Concept, Monograph 5 (Nashville: Counselor Recordings and Tests, April 1972), pp. 6-8.

TENNESSEE SELF CONCEPT SCALE
SAMPLE QUESTIONS

	<u>Item No.</u>
1. I have a healthy body	1
3. I am an attractive person	3
5. I consider myself a sloppy person	5
19. I am a decent sort of person	19
21. I am an honest person	21
23. I am a bad person	23
37. I am a cheerful person	37
39. I am a calm and easy going person	39
41. I am a nobody	41
55. I have a family that would always help me in any kind of trouble	55
57. I am a member of a happy family	57
59. My friends have no confidence in me	59
73. I am a friendly person	73
75. I am popular with men	75
77. I am not interested in what other people do . .	77
91. I do not always tell the truth	91
93. I get angry sometimes	93

Responses:

Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
1	2	3	4	5

SOURCE: William H. Fitts, Tennessee Self Concept Scale
(Nashville: Counselor Recordings and Tests, 1964), p. 1.

APPENDIX B

154

139

INTERVIEW SCHEDULE
ORGANIZATIONAL CONCEPT

Company _____
 Name _____ Age _____ Yrs. Employed _____
 Position _____ Supervisor _____

	3 Pos.	1 Neg.	2 Neu.
1. How do you feel about the company? _____			
2. Pay? _____			
3. Fringe benefits? _____			
4. Working environment? _____			
Comments _____			

5. How do you feel about top management? _____			
6. Concerned? _____			
7. Fair? _____			
8. Communications? _____			
Comments _____			

9. How do you feel about your supervisor? _____			
10. Fair? _____			
11. Helpful? _____			
12. Knowledgeable? _____			
13. Leadership? _____			
Comments _____			

14. Do you like your job? _____			
15. Does it challenge your ability? _____			
16. Does it give satisfaction? _____			

	3	1	2
	Pos.	Neg.	Neu.
17. Future (mobility)--stay/leave? _____			
Comments _____			
18. Are you satisfied with your progress? _____			
19. Do you have a self-development program? _____			
20. Are you proud of your position? _____			
21. Do you feel you contribute to the company? _____			
22. Does your family like your job? _____			
Comments _____			

[illegible]

APPENDIX C

157

142

ORGANIZATIONAL PARTICIPATION

Company _____ Supervisor _____
 Employee _____ Date _____

The following are 20 factors considered important for effective organizational participation of both staff and supervisory personnel. Rate the employee according to his specific approach to each factor. (If you are rating more than one employee, rate one factor at a time for all employees.)

Ratings are as follows:

ACTIVE:

- 6...Pursues task on a positive, dynamic basis, seeking change
- 5...Pursues task on a steady, positive basis, seeking improvement as opposed to complete change
- 4...Faithfully maintains each factor on a positive basis; does not seek change

COMPLACENT:

- 3...Accepts things as they are; not change-oriented
- 2...Resists change, seeks to block change, tries to maintain status quo
- 1...Attacks change; actively disruptive, destructive

	1	2	3	4	5	6
1. Maintains & improves organizational structure _____						
2. Maintains & improves organizational climate _____						
3. Maintains & improves organizational policy _____						
4. Achievement of organizational goals _____						
5. Maintains & improves work unit achievement _____						
6. Maintains & improves work unit cohesion _____						
7. Maintains & improves open communication climate _____						

	1	2	3	4	5	6
8. Accepts feedback (instruction, suggestion, advice, criticism)						
9. Seeks assistance of others as resources						
10. Maintains & improves effective interpersonal relations						
11. Accepts others as individuals						
12. Leads by example required by situation						
13. Maintains standards of excellence						
14. Maintains personal identity						
15. Identifies with organization						
16. Identifies with work group						
17. Seeks to improve professional image						
18. Projects positive attitude						
19. Projects stability and confidence						
20. Seeks involvement						

APPENDIX D

145

160

WORK PERFORMANCE

Company _____ Supervisor _____
 Employee _____ Date _____

The following are 20 factors considered important for satisfactory work performance for both staff and supervisory personnel. Rate the employee in accordance with his demonstrated performance for each factor. (If you are rating more than one employee, rate one factor at a time for all employees.)

Ratings are as follows:

- | | |
|---------------------|---------------------------------|
| 6...Superior | 3...Substandard but acceptable |
| 5...Excellent | 2...Inferior; needs improvement |
| 4...Meets standards | 1...Unacceptable |

	1	2	3	4	5	6
1. Maintains or improves production output standards _____						
2. Maintains or improves production quality standards _____						
3. Organizes for optimum efficiency _____						
4. Organizes for most effective use of material resources _____						
5. Organizes for most effective use of human resources _____						
6. Organizes for most effective use of knowledge resources _____						
7. Seeks to reduce cost, waste, rework _____						
8. Seeks innovation of task achievement _____						
9. Sets proper goals for self _____						
10. Sets proper goals for work unit _____						
11. Uses time efficiently _____						
12. Attendance properly maintained and/or followed up _____						
13. Communicates effectively (two-way) _____						

	1	2	3	4	5	6
14. Uses proper methods of planning present tasks						
15. Uses proper methods of planning future tasks						
16. Approaches decisions analytically						
17. Makes decisions on a timely basis						
18. Approaches problems expeditiously						
19. Maintains state of art knowledge						
20. Demonstrates practical approach to people and problems						

APPENDIX E

163

148

RAW SCORES--TENNESSEE SELF CONCEPT SCALE

	S ₁	S ₂	S ₃	S ₄	S ₅
Self Criticism . . .	39	36	35	29	36
T/F	1.00	0.95	0.93	1.11	0.90
Net Conflict	- 4	-20	-14	- 6	-11
Total Conflict . . .	26	26	24	22	31
Total P.	372	376	400	411	311
Row 1	131	140	148	140	122
" 2	119	117	126	132	94
" 3	122	119	126	139	95
Column A	75	80	82	83	66
" B	75	80	88	86	59
" C	71	66	72	76	56
" D	80	78	85	85	66
" E	71	72	73	81	64
Total Variability. .	32	51	47	28	49
Column Variability .	15	31	28	15	32
Row Variability . .	17	20	19	13	17
D	129	128	161	165	89
5	19	12	30	28	6
4	29	33	16	23	30
3	10	13	8	2	29
2	22	13	7	8	23
1	20	29	39	39	12
DP	65	55	63	77	39
GM	99	104	112	109	89
PSY	51	41	38	41	44
PD	78	82	98	97	64
N	93	91	96	102	77
PI	15	10	11	10	8
NDS	0	2	6	3	6
NIS	28	26	16	13	9
SA	56	50	26	23	12

	S ₆	S ₇	S ₈	S ₉	S ₁₀
Self Criticism	29	32	34	36	38
T/F	0.97	0.86	0.76	1.31	1.21
Net Conflict	- 6	- 5	-17	11	5
Total Conflict	22	21	25	35	33
Total P	330	327	335	339	309
Row 1	122	123	126	117	129
" 2	98	99	100	110	76
" 3	110	105	109	112	104
Column A	70	66	67	71	65
" B	66	64	65	74	63
" C	65	65	65	51	57
" D	66	65	73	80	63
" E	63	67	65	63	61
Total Variability. .	41	34	40	69	71
Column Variability .	27	25	27	32	54
Row Variability. . .	14	9	13	37	17
D	89	91	93	125	121
5	2	6	1	24	13
4	37	31	38	23	41
3	22	21	16	20	7
2	30	36	37	12	24
1	9	6	8	21	15
DP	47	52	50	48	42
GM	95	94	95	91	94
PSY	55	49	45	50	50
PD	71	74	67	75	63
N	83	74	83	72	75
PI	11	13	15	12	7
NDS	3	5	10	22	11
NIS	10	12	14	12	9
SA	17	19	18	3	7

	S_{11}	S_{12}	S_{13}	S_{14}	S_{15}
Self Criticism . . .	38	36	32	33	39
T/F	1.00	1.28	1.07	0.97	1.56
Net Conflict	- 3	- 3	- 9	-13	28
Total Conflict . . .	39	21	23	23	36
Total P	321	329	421	347	366
Row 1	116	127	147	129	135
" 2	100	99	137	104	110
" 3	105	103	137	114	121
Column A	64	66	88	73	79
" B	64	65	85	70	71
" C	62	66	80	70	69
" D	66	69	86	66	74
" E	65	63	82	68	73
Total Variability. .	26	41	29	52	66
Column Variability .	17	30	17	25	40
Row Variability . .	9	11	12	27	26
D	77	83	173	95	165
5	5	1	32	0	44
4	31	41	19	42	13
3	34	30	4	18	8
2	24	16	0	27	6
1	6	12	45	0	29
DP	56	55	72	56	56
GM	87	93	115	96	100
PSY	51	52	44	47	54
PD	69	64	93	73	68
N	77	83	103	86	93
PI	7	15	6	14	5
NDS	8	9	16	15	24
NIS	5	11	9	17	17
SA	6	13	3	19	10

	S ₁₆	S ₁₇	S ₁₈	S ₁₉	S ₂₀
Self Criticism	31	25	42	36	40
T/F	0.73	1.14	0.83	0.97	0.87
Net Conflict	-39	10	-16	-12	-14
Total Conflict	33	20	48	36	46
Total P	363	430	346	376	360
Row 1	132	146	142	127	137
" 2	116	138	90	130	108
" 3	115	146	114	119	115
Column A	77	87	86	80	70
" B	70	86	66	84	70
" C	67	85	62	72	69
" D	78	86	62	77	78
" E	71	86	70	63	73
Total Variability. .	38	33	96	39	54
Column Variability .	22	20	60	17	35
Row Variability . .	16	13	36	22	19
D	120	193	200	132	158
5	7	46	49	19	27
4	32	7	0	25	23
3	11	0	0	14	0
2	26	0	0	15	19
1	24	47	51	27	31
DP	61	93	43	61	43
GM	99	116	104	98	97
PSY	40	50	35	46	36
PD	79	103	63	83	75
N	93	109	85	90	90
PI	16	1	1	13	9
NDS	7	43	59	7	13
NIS	22	4	10	26	15
SA	34	-34	-40	45	17

APPENDIX F

168

153

INDIVIDUAL AND COMBINED SCORES
FOR ORGANIZATIONAL CONCEPT

	Self Rating	Other Rating	Rating Average
S ₁	62	63	62.5
S ₂	62	58	60.0
S ₃	36	26	31.0
S ₄	36	54	45.0
S ₅	62	64	63.0
S ₆	52	59	55.5
S ₇	50	28	39.0
S ₈	64	64	64.0
S ₉	56	51	53.5
S ₁₀	60	54	57.0
S ₁₁	58	52	55.0
S ₁₂	62	66	64.0
S ₁₃	34	38	36.0
S ₁₄	58	52	55.0
S ₁₅	32	28	30.0
S ₁₆	66	66	66.0
S ₁₇	33	31	32.0
S ₁₈	33	26	29.5
S ₁₉	26	24	25.0
S ₂₀	29	30	29.5

APPENDIX G

155
170

INDIVIDUAL AND COMBINED SCORES ON
ORGANIZATIONAL PARTICIPATION

	Rater 1	Rater	Rater 3	Rater Average
S ₁	111	109	100	106.7
S ₂	82	85	81	82.7
S ₃	69	67	69	68.3
S ₄	80	81	82	81.0
S ₅	86	97	82	88.3
S ₆	80	81	80	80.3
S ₇	54	54	55	54.3
S ₈	90	101	84	91.7
S ₉	80	81	81	80.7
S ₁₀	81	80	81	80.7
S ₁₁	80	81	84	81.7
S ₁₂	98	94	85	92.3
S ₁₃	62	76	59	65.7
S ₁₄	91	83	80	84.7
S ₁₅	60	66	62	62.7
S ₁₆	80	86	82	82.7
S ₁₇	66	63	64	64.3
S ₁₈	59	62	77	66.0
S ₁₉	34	31	28	31.0
S ₂₀	60	48	64	57.3
Total				1,503.1
Mean				75.1499
Standard Deviation				16.6955

APPENDIX H

INDIVIDUAL AND COMBINED SCORES
ON WORK PERFORMANCE

	Rater 1	Rater 2	Rater 3	Rater Average
S ₁	100	112	100	104.0
S ₂	81	86	81	82.7
S ₃	72	72	79	74.3
S ₄	83	87	84	84.7
S ₅	85	80	87	84.0
S ₆	65	80	65	70.0
S ₇	65	69	61	65.0
S ₈	92	99	84	91.7
S ₉	82	82	80	81.3
S ₁₀	82	82	81	81.7
S ₁₁	80	81	82	81.0
S ₁₂	97	86	92	91.7
S ₁₃	70	78	67	71.7
S ₁₄	93	85	64	80.7
S ₁₅	68	69	74	70.3
S ₁₆	82	80	81	81.0
S ₁₇	75	54	63	64.0
S ₁₈	78	74	76	76.0
S ₁₉	54	51	44	49.7
S ₂₀	72	48	67	62.3
Total				1,547.8
Mean				77.3832
Standard Deviation				12.1124

APPENDIX I

159

174

TSCS VARIABLES THAT DIFFERENTIATE BETWEEN
GROUPS ON PAIRED COMPARISON t TESTS

	Group	N	Mean	S.D.	t Value	DF	Signifi- cance
Row 1	Middle	5	124.80	9.94	-2.44	11	.033
	Low	8	138.13	9.39			
D	Middle	5	110.20	35.37	-2.46	11	.032
	Low	8	159.13	34.70			
5	Middle	5	11.80	13.16	-2.46	11	.032
	Low	8	31.63	14.65			
4	Middle	5	31.20	8.44	2.67	11	.022
	Low	8	16.75	10.04			
3	Middle	5	19.20	11.45	2.35	11	.038
	Low	8	6.88	7.59			
1	Middle	5	15.00	15.44	-2.29	11	.043
	Low	8	34.38	14.49			
Total P	High	7	342.14	28.18	-2.13	13	.052
	Low	8	378.25	36.12			
Row 1	High	7	129.57	5.68	-2.09	13	.057
	Low	8	138.13	9.39			
Row 3	High	7	109.57	9.66	-2.20	13	.047
	Low	8	122.88	13.22			
Column A	High	7	70.86	6.26	-2.37	13	.034
	Low	8	79.75	8.01			
Column C	High	7	64.00	5.48	-2.24	13	.043
	Low	8	71.75	7.56			
D	High	7	109.00	19.82	-3.36	13	.005
	Low	8	159.13	34.70			
5	High	7	8.43	6.63	-3.85	13	.002
	Low	8	31.63	14.65			
4	High	7	34.86	5.08	4.49	13	.001
	Low	8	16.75	10.04			
3	High	7	16.57	9.25	2.23	13	.044
	Low	8	6.88	7.59			
2	High	7	23.00	7.70	2.30	13	.039
	Low	8	10.38	12.57			
1	High	7	17.14	7.49	-2.82	13	.014
	Low	8	34.38	14.49			

	Group	N	Mean	S.D.	t Value	DF	Signifi- cance
GM	High	7	96.14	4.91	-2.24	13	.043
	Low	8	104.50	8.69			
PI	High	7	12.29	3.82	2.14	13	.052
	Low	8	7.38	4.90			

APPENDIX J

177

162

MEANS AND STANDARD DEVIATIONS FOR TOTAL
GROUP (N=20) ON TSCS VARIABLES

TSCS Variables	Mean	S.D.
Self Criticism	34.80	4.23
T/F	1.02	.20
Net Conflict	- 6.90	13.73
Total Conflict	29.50	8.44
Total P.	358.45	35.82
Row 1	131.80	9.75
" 2	110.15	16.63
" 3	116.50	12.87
Column A	74.75	7.99
" B	72.55	9.16
" C	67.30	7.94
" D	74.15	8.23
" E	69.70	6.99
Total Variability	46.80	17.62
Column Variability	28.45	12.04
Row Variability	18.35	7.93
D	129.35	38.12
5	18.55	15.85
4	26.70	11.48
3	13.35	10.31
2	17.25	11.44
1	23.50	15.13
DP	56.70	13.09
GM	99.35	8.28
PSY	45.95	5.93
PD	76.95	12.32
N	87.75	10.18
PI	9.95	4.45
NDS	13.45	14.52
NIS	14.25	6.79
SA	15.20	23.28

APPENDIX K

179

164

MEANS AND STANDARD DEVIATIONS FOR HIGH GROUP (N=7), MIDDLE GROUP (N=5), AND LOW GROUP (N=8) ON TSCS VARIABLES

TSCS Variables	High Group		Middle Group		Low Group	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Self Criticism	35.71	2.63	33.00	4.06	35.13	5.46
T/F	.98	.21	1.07	.15	1.03	.24
Net Conflict .	-12.71	14.43	- 3.4	8.85	- 4.00	15.37
Total Conflict	27.86	4.56	28.20	8.17	31.75	11.30
Total P . . .	342.14	28.18	349.60	35.68	378.25	36.12
Row 1	129.57	5.68	124.80	9.94	138.13	9.39
" 2	103.00	15.58	108.80	13.76	117.25	18.02
" 3	109.57	9.66	116.00	13.29	122.88	13.22
Column A . . .	70.86	6.26	72.20	6.91	79.75	8.01
" B	68.14	7.31	72.00	8.72	76.75	9.93
" C	64.00	5.48	64.80	9.37	71.75	7.56
" D	72.43	6.60	72.60	9.21	76.63	9.29
" E	66.71	4.50	68.00	7.55	73.38	7.50
Total Var. . .	46.00	12.78	43.20	17.85	49.75	22.37
Column Var. .	30.14	12.10	23.20	7.09	30.25	14.60
Row Var. . . .	15.86	2.97	20.00	11.66	19.50	8.70
D	109.00	19.82	110.20	35.37	159.13	34.70
5	8.43	6.63	11.80	13.16	31.63	14.65
4	34.86	5.08	31.20	8.44	16.75	10.04
3	16.57	9.25	19.20	11.45	6.88	7.59
2	23.00	7.70	20.20	9.65	10.38	12.57
1	17.14	7.49	15.00	15.44	34.38	14.49
DP	52.43	9.48	56.80	12.07	60.38	16.48
GM	96.14	4.91	95.60	8.30	104.50	8.69
PSY	46.14	4.88	48.80	5.22	44.00	7.03
PD	71.00	8.29	77.00	11.40	82.13	14.58
N	85.00	7.48	84.00	11.42	92.50	10.73

TSCS Variables	High Group		Middle Group		Low Group	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
PI	12.29	3.82	10.80	2.59	7.37	4.90
NDS	6.43	4.12	10.20	8.23	21.63	19.64
NIS	17.00	8.17	11.40	4.39	13.63	6.57
SA	27.14	19.67	13.60	8.65	5.75	29.16

BIBLIOGRAPHY

182

167

BIBLIOGRAPHY

- Archer, Dane. "Power in Groups: Self-Concept Changes of Powerful and Powerless Group Members." Journal of Applied Behavioral Science 10 (April-May-June 1974): 208-20.
- Argyris, Chris. "Conversation: An Interview with Chris Argyris." Organizational Dynamics 3 (Summer 1974): 45-62.
- _____. "Personality vs. Organization." Organizational Dynamics 3 (Autumn 1974): 2-17.
- Baron, Reuben M., and Bass, Alan R. "The Role of Social Reinforcement Parameters in Improving Trainee Task Performance and Self Image." Report prepared for the U. S. Dept. of Labor, Office of Manpower Administration, September 1969.
- Beit-Hallahmi, Benjamin. "Counseling with the SVIB: The 'Ideal Self.'" Personnel and Guidance Journal 52 (December 1973): 256-61.
- Benedict, David Speare. "A Generalist Counselor in Industry." Personnel and Guidance Journal 51 (June 1973): 717-22.
- Bennett, Keith W. "The U. S. Work Ethic: Dead or Alive?" Iron Age, 4 January 1973, pp. 90-91.
- Bennis, Warren. "Conversation: An Interview with Warren Bennis." Organizational Dynamics 2 (Winter 1974): 50-66.
- Black, Richard W. "A Comparative Study of the Differences in Self-Concept and other Variables Between Students Choosing Terminal and Degree Programs." Doctoral dissertation, University of South Dakota, n.d.
- Blake, Robert R., and Mouton, Jane Srygley. The Managerial Grid. Houston: Gulf Publishing Co., 1964.
- Blocher, Donald H. Developmental Counseling. New York: Ronald Press, 1966.

- Bordin, Edward S., and Kopplin, David A. "Motivational Conflict and Vocational Development." Journal of Counseling Psychology 20 (March 1973): 154-61.
- Bowers, David G., and Seashore, Stanley E. "Predicting Organizational Effectiveness with a Four-Factor Theory of Leadership." Administrative Science Quarterly 2 (1966): 238-63.
- Braginsky, D. D., and Braginsky, B. M. Mainstream Psychology: A Critique. New York: Holt, Rinehart and Winston, 1974.
- Brammer, Lawrence M., and Shostrom, Everett L. Therapeutic Psychology. 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1968.
- Branden, Nathaniel. The Psychology of Self-Esteem. Los Angeles: Nash Publishing Corp., 1969.
- _____. The Disowned Self. Los Angeles: Nash Publishing Corp., 1971.
- Brown, J. Douglas. The Human Nature of Organizations. New York: American Management Associations, 1973.
- Brown, R. "Saving Face." Psychology Today, May 1971, pp. 55-59.
- Brubaker, Dale L., and Nelson, Roland H. The School as an Organization: A Determinant of Social Studies Curriculum and Instruction. Publication #2 of the University of North Carolina-Greensboro Humanistic Education Project, 10 October 1973.
- Buckley, Walter, ed. Modern Systems Research for the Behavioral Scientist. Chicago: Aldine Publishing Co., 1968.
- Carson, Robert C. Interaction Concepts of Personality. Chicago: Aldine Publishing Co., 1969.
- Cherns, Albert B. "Research: Can Behavioral Scientists Help Managers Improve Their Organizations?" Organizational Dynamics 1 (Winter 1973): 51-67.
- Coleman, James C. Abnormal Psychology and Modern Life. 4th ed. Glenview, Ill.: Scot, Foresman and Co., 1972.
- Cribbin, James J. Effective Managerial Leadership. New York: American Management Association, 1972.

- Cummings, Paul W. "Does Herzberg's Theory Really Work?" Management Review 64 (February 1975): 35-37.
- Danskin, David G., and Walters, E. Dale. "Biofeedback and Voluntary Self-Regulation: Counseling and Education." Personnel and Guidance Journal 51 (May 1973): 633-41.
- Day, Robert C., and Hamblin, Robert L. "Some Effects of Close and Punitive Styles of Supervision." American Journal of Sociology 69 (1964): 499-510.
- Deci, E. L. "Work--Who Does Not Like It and Why." Psychology Today, August 1972, pp. 57-58.
- Dichter, Ernest. Motivating Human Behavior. New York: McGraw-Hill, 1971.
- DiVesta, Francis J., and Thompson, George G. Educational Psychology. New York: Appleton-Century-Crofts, Educational Division, Meredith Corp., 1970.
- Drucker, Peter F. The Effective Executive. New York: Harper & Row, 1967.
- _____. "Conversation: An Interview with Peter F. Drucker." Organizational Dynamics 2 (Spring 1974): 34-53.
- _____. Management: Tasks, Responsibilities, Practices. New York: Harper & Row, 1974.
- Dubos, René. A God Within. New York: Charles Scribner's Sons, 1972.
- Dunn, Thomas P. "A Factor Analytic Study of Five Measures of Personal Effectiveness." Doctoral dissertation, University of Oklahoma, 1969.
- Fitch, Henry Gordon. "The Effects of Self-Esteem, I-E Control, Success-Failure, and Choice on Causal Attribution." Abstract, Purdue University, January 1969.
- Fitts, William H. Tennessee Self Concept Scale (Manual). Nashville: Counselor Recordings and Tests, 1965.
- Fitts, William H., and Hamner, William T. The Self Concept and Delinquency. Studies on the Self Concept, Monograph 1. Nashville: Counselor Recordings and Tests, July 1969.
- Fitts, William H. The Self Concept and Self-Actualization. Studies on the Self Concept, Monograph 3. Nashville: Counselor Recordings and Tests, July 1971.

- Fitts, William H. The Self Concept and Psychopathology. Studies on the Self Concept, Monograph 4. Nashville: Counselor Recordings and Tests, March 1972.
- _____. The Self Concept and Performance. Studies on the Self Concept, Monograph 5. Nashville: Counselor Recordings and Tests, April 1972.
- _____. The Self Concept and Behavior: Overview and Supplement. Studies on the Self Concept, Monograph 7. Nashville: Counselor Recordings and Tests, June 1972.
- _____. The Self Concept: A Vantage Point for Viewing the Human State. DWC Papers, no. 1. Nashville: Dede Wallace Center, May 1973.
- _____. Therapist Self Concept and Client Self Concept Change. DWC Papers, no. 19. Nashville: Dede Wallace Center, August 1973.
- Fitts, William H.: Strenger, Stuart; and Hamner, William T. Systematic Desensitization, Relaxation Training, and the Self Concept. DWC Papers, no. 20. Nashville: Dede Wallace Center, September 1973.
- Fitts, William H. TSCS Bibliography. Nashville: Dede Wallace Center, 1974.
- Fitzgerald, T. H. "Why Motivation Theory Doesn't Work." Harvard Business Review, July/August, 1971, pp. 37-44.
- Flowers, Vincent S.; Hughes, Charles L.; Myers, M. Scott; and Myers, Susan S. Managerial Values for Working. An AMA Survey Report. New York: AMACOM, 1975.
- Ford, R. N. "The Obstinate Employee." Psychology Today. November 1969, pp. 32-35.
- Foxman, Paul N. Cognitive Controls and Personality Integration. DWC Papers, no. 21. Nashville: Dede Wallace Center, April 1974.
- Freud, Sigmund. Collected Papers. Edited by Ernest Jones. Vol. 4: Mourning and Melancholia. New York: Basic Books, 1959.
- Gedeon, Alan R. "Self Concept and Job Satisfaction." Unpublished master's thesis, Niagara University, 1973.
- Glasser, William. Reality Therapy. New York: Harper & Row, 1965.

- Glasser, William. The Identity Society. New York: Harper & Row, 1972.
- Goldfried, Marvin R., and Merbaum, Michael, eds. Behavior Change through Self-Control. New York: Holt, Rinehart and Winston, 1973.
- Gordon, C., and Gergen, K. J., eds. The Self and Social Interaction. Vol. 1. New York: John Wiley and Sons, 1968.
- Gough, Harrison G., and Heilbrun, Alfred B., Jr. The Adjective Check List Manual. Palo Alto, Calif.: Consulting Psychologists Press, 1965.
- Grossman, Lee. The Change Agent. New York: AMACOM, a division of American Management Associations, 1974.
- Hales, Loyde W., and Yackee, Keith. "Self Concepts, Sex, and Work Values." Paper presented at the annual meeting of the AERA in Chicago, April 1974.
- Hall, Calvin S., and Lindzey, Gardner. Theories of Personality. 2nd ed. New York: John Wiley and Sons, 1970.
- Hall, Jay. "Decisions, Decisions, Decisions." Psychology Today, November 1971, pp. 51-54.
- Harrington, John. "The Relationship of Self Concept Measures to Selected Characteristics of Air Force Officers." Unpublished doctoral dissertation, George Washington University, 1971.
- Hayden, Spencer. "Psychology on the Business Scene: A Survey of Company Practices." Organizational Dynamics 1 (Summer 1972): 43-55.
- Herzberg, Frederick. "Managers or Animal Trainers?" Management Review 62 (July 1972): 2-15.
- Hoppock, Robert. Occupational Information. 3rd ed. New York: McGraw-Hill, 1967.
- Hume, Laurabel N. "Search for Security." Journal of Employment Counseling 10 (June 1973): 85-96.
- Jacobs, Herman S., and Jillson, Katherine. Executive Productivity. An AMA Survey Report. New York: AMACOM, 1974.
- James, William. The Philosophy of William James. Compiled by Horace M. Kallen. The Modern Library. New York: Random House, 1953.

- Johnson, Richard. "The Person as a Subsystem." Journal of Employment Counseling 10 (September 1973): 118-126.
- Kaplan, H. Roy; Tausky, Curt; and Bolaria, Bhopinder S. "The Human Relations View of Motivation: Fact or Fantasy?" Organizational Dynamics 1 (Autumn 1972): 67-80.
- Karvel, Judy McClenaghan, and Grosz, Richard D. "Counter-culture Businessmen: A Study of Values." Journal of Counseling Psychology 21 (January 1974): 81-83.
- Kerlinger, Fred N. Foundations of Behavioral Research. 2nd ed. New York: Holt, Rinehart & Winston, 1964.
- Klingelhofer, E. L. "Students Seeking 'Good Work.'" Vocational Guidance Quarterly 21 (March 1973): 174-80.
- Korman, Abraham K. Industrial and Organizational Psychology. Englewood Cliffs, N.J.: Prentice-Hall, 1971.
- Lawler, Edward E., III. Motivation in Work Organizations. Monterey, Calif.: Brooks/Cole Publishing Co., A Division of Wadsworth Publishing Co., 1973.
- _____. "For a More Effective Organization--Match the Job to the Man." Organizational Dynamics 3 (Summer 1974): 19-29.
- Leader, Gerald C. "Interpersonally Skillful Bank Officers View Their Behavior." Journal of Applied Behavioral Science 9 (July-August 1973): 484-97.
- Leonard, Russell L., Jr.; Walsh, W. Bruce; and Osipow, Samuel H. "Self-Esteem, Self-Consistency, and Second Vocational Choice." Journal of Counseling Psychology 20 (January 1973): 91-93.
- Likert, Rensis. "Conversation: An Interview with Rensis Likert." Organizational Dynamics 2 (Summer 1973): 32-49.
- Marrow, Alfred J., ed. The Failure of Success. New York: American Management Associations, 1972.
- Maslow, Abraham. Toward a Psychology of Being. Princeton, N.J.: D. Van Nostrand Co., 1968.
- _____. The Farther Reaches of Human Behavior. New York: Viking Press, 1971.

- Mazza, P., and Garris, D. "Shared Student Self-Evaluation." Personnel and Guidance Journal 50 (May 1972): 745-48.
- McMullen, Ronald S. "The Achievement Motivation Workshop." Personnel and Guidance Journal 51 (May 1973): 642-46.
- Mencke, Reed A. "Teaching Self-Modification in an Adjustment Course." Personnel and Guidance Journal 52 (October 1973): 97-101.
- Meyer, Herbert H.; Kay, Emanuel; and French, John R. P., Jr. "Split Roles in Performance Appraisal." Harvard Business Review 43 (1965): 123-29.
- Meyer, Herbert H. "Feedback That Spurs Performance." In The Failure of Success, pp. 199-211. Edited by Alfred J. Marrow. New York: American Management Associations, 1972.
- Morril, Richard A. "Harmony of Self-Concept as a Factor Influencing the Vocational Development of Upper-Class and Graduate Male College Students." Abstract, n.p., n.d.
- Morris, Van Cleve. Existentialism in Education. New York: Harper & Row, 1966.
- Moustakas, Clark E., ed. The Self: Explorations in Personal Growth. New York: Harper Colophon Books, Harper & Row, 1956.
- National Advisory Council on Vocational Education. "Counseling and Guidance: A Call for Change." Vocational Guidance Quarterly 21 (December 1972): 97-102.
- Nye, L. Sherry. "Client as Counselor: Self-Regulation Strategies." Personnel and Guidance Journal 51 (June 1973): 711-16.
- Ohlsen, Merle M. Group Counseling. New York: Holt, Rinehart and Winston, 1970.
- Owens, Robert G. Organizational Behavior in Schools. Englewood Cliffs, N.J.: Prentice-Hall, 1970.
- Passmore, Wynoka. "An Investigation of the Relationship of Self Concept and Personal Characteristics of Student Teachers to Success in Student Teaching." Doctoral dissertation, North Texas State University, n.d.
- Patterson, C. H. Theories of Counseling and Psychotherapy. New York: Harper & Row, 1966.

- Pearse, Robert F. Manager to Manager: What Managers Think of Management Development. An AMA Survey Report. New York: AMACOM, 1974.
- Perls, Fredrick; Hefferline, Ralph F.; and Goodman, Paul. Gestalt Therapy. New York: Dell Publishing Co., 1951.
- Phillips, E. Lakin; Wiener, Daniel N.; and Haring, Norris G. Discipline, Achievement, and Mental Health. Englewood Cliffs, N.J.: Prentice-Hall, 1960.
- Rogers, Carl. Client Centered Therapy: Its Current Practice, Implications, and Theory. Boston: Houghton Mifflin, 1951.
- _____. On Becoming a Person. Boston: Houghton Mifflin, 1961.
- Sales, Leonard R., and Strauss, George. Human Behavior in Organizations. Englewood Cliffs, N.J.: Prentice-Hall, 1966.
- Seashore, S. E., and Barnowe, J. T. "Collar Color Doesn't Count." Psychology Today, August 1972, pp. 52-54.
- Shertzer, Bruce, and Stone, Shelly C. Fundamentals of Guidance. 2nd ed. Boston: Houghton Mifflin Co., 1971.
- Simon, Sidney B. "Values Clarification--A Tool for Counselors." Personnel and Guidance Journal 51 (May 1973): 614-19.
- Skinner, B. F. Beyond Freedom and Dignity. New York: Alfred A. Knopf, 1971.
- _____. "Conversation: An Interview with B. F. Skinner." Organizational Dynamics 1 (Winter 1973): 31-40.
- _____. About Behaviorism. New York: Alfred A. Knopf, 1974.
- Smith, Darrell. "Integrating Humanism and Behaviorism: Toward Performance." Personnel and Guidance Journal 52 (April 1974): 513-20.
- Snygg, D., and Combs, A. W. Individual Behavior. New York: Harper Bros., 1949.
- "'Startling Shifts' Found in Youths' Views of Work, Morals." Chronicle of Higher Education, 28 May 1974, p. 3.

Strauss, George. "Organizational Development: Credits and Debits." Organizational Dynamics 1 (Winter 1973): 2-20.

_____. "Adolescence in Organization Growth: Problems, Pains, Possibilities." Organizational Dynamics 2 (Spring 1974): 2-17.

Tarnowieski, Dale. The Changing Success Ethic. An AMA Survey Report. New York: AMACOM, 1973.

Terkel, Studs. Working. New York: Pantheon Books, A Division of Random House, 1974.

Thomas, Patience, and Ezell, Betty. "The Contract as a Counseling Technique." Personnel and Guidance Journal 51 (September 1972): 27-32.

Thompson, Warren. Correlates of the Self Concept. Studies on the Self Concept, Monograph 6. Nashville: Counselor Recordings and Tests, June 1972.

Tubbs, Stewart L. "Improving Strategies for Organizational Change." Paper presented at the annual convention of the Speech Communication, New York, 8-11 November 1973.

Varga, Lou. "Occupational Floundering." Personnel and Guidance Journal 52 (December 1973): 225-232.

Wagner, Mervyn K., and Fitts, William H. Success-Failure Motivation and the Self Concept. DWC Papers, no. 5, Nashville: Dede Wallace Center, May 1973.

Whyte, William F. "Skinnerian Theory in Organizations." Psychology Today, April 1972, pp. 67-68.

Wills, Byron S. "Personality Variables Which Discriminate Between Groups Differing in Level of Self-Actualization." Journal of Counseling Psychology 21 (May 1974): 222-27.

Wylie, Ruth C. The Self Concept: A Critical Survey of Pertinent Research Literature. Lincoln: University of Nebraska Press, 1961.

_____. The Self Concept, vol. 1: A Review of Methodological Considerations and Measuring Instruments. Rev. ed. in 2 vols. Lincoln: University of Nebraska Press, 1974.

Zajonc, Robert B. "Social Facilitation." Science 149 (1965): 269-74.

Zander, Alvin F. "Productivity and Group Success: Team Spirit vs. the Individual Achiever." Psychology Today, November 1974, pp. 64-68.

Zimmer, Jules, and Neufeldt, Susan A. "The World of Work as a Subsystem." Journal of Employment Counseling 10 (September 1973): 136-44.